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WITH SUPPLEMENT





# CHICAGO SCHOOLS JOURNAL

*An Educational Magazine for Chicago Teachers*

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*Front Cover* — Benjamin C. Willis, General Superintendent  
of the Chicago Public Schools

*Courtesy of  
The Chicago Tribune*

*Back Cover* — Organization Chart

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# DR. BENJAMIN C. WILLIS

## A Biography

*Putting first things first for the superintendent, then, means putting children first. . . . It has been said that, "He who teaches a child labors in God's workshop." We will be true to our trust as educational leaders only as we remember that in this workshop there is represented infinitely more than three dimensional lighting and tax rates. There is the soul and personality of an individual teacher and an individual child. — Bruce Miller<sup>1</sup>*

**T**HIS is the challenge which Benjamin C. Willis accepted in taking over the position of General Superintendent of Schools on September 1, 1953. As Superintendent of the Buffalo Public Schools, he distinguished himself through his new school building program, by modernizing accounting, and through his public relations program. Dr. Willis believes that education can not be static, that the program of education should be flexible to meet the interests, capacities, and needs of the child, that the school budget funds should be tied as closely as possible to the school child, and that there should be co-operation between the school and the community.

Dr. Willis has had a very active professional life. He has shown consistent interest in civic, social, and cultural affairs through membership in service clubs, as a director of various cultural institutions, and through generous personal support of charitable and service ventures. He has been honored by appointment to many important committees and councils, including the Chairmanship of the National Committee on Life Adjustment Education for Youth in 1947, the New York State Regents Advisory Committee on Secondary Education, the Teacher Education Council, and the Homemaking Education Council. He is a life member of the National Education Association, a member of the American Association of School Administrators, and the Chairman of the

1954 Yearbook Commission of the latter organization. He established Washington County's first junior college and an extensive adult education program.

Dr. Willis was born in Baltimore, Maryland, on December 23, 1901. He attended the public schools of Easton, Maryland. In 1922 he received his Bachelor's Degree at George Washington University, a Master's Degree at the University of Maryland in 1926, a Degree of Doctor of Education at Columbia University in 1950, and additional special training in school administration at Johns Hopkins University.

After serving as principal of several Maryland schools, he became Superintendent of Schools of Caroline County, Denton, Maryland, in 1934, holding this position until 1940 when he was appointed Superintendent of the Washington County Schools, Hagerstown, Maryland. In 1947 he was called to Yonkers, New York, to serve as Superintendent of Schools in that city. In 1950 he received a further promotion in his appointment to the Superintendency of the Buffalo Public Schools, a position which he held until September 1953, when he accepted the invitation to become General Superintendent of the Chicago Public School System, a position vacated by Dr. Herold C. Hunt who had

<sup>1</sup>Superintendent of Schools, Riverside, California, in "The Superintendent as an Education Leader," *The School Executive*, June, 1952.



resigned to become Charles William Eliot Professor at the Harvard Graduate School of Education.

Mrs. Willis is a graduate of Goucher College and was formerly a teacher in Maryland. She is interested in collecting antique furniture and glass.

The Willises have one daughter, Margaret Rachel, who will be graduated in February, 1954, from the Buffalo State Teachers College; she was married to Henry Hudnut Bischoff in August, 1953.

Chicago extends a warm welcome to Dr. Willis and his family!

## SCHOOL PROBLEMS

### An Approach to Their Solution

JOSEPH H. DILEONARDE

PRINCIPAL OF THE HENDRICKS SCHOOL

**F**ORMERLY, the functions of a principal, insofar as his out-of-school activities in the community were concerned, were rather limited. More recently, upon realization that community forces affect the school, administrators have ventured outside of its walls to participate in community organizations. However, much of the recent literature relating to the participation of school personnel in community activities reveals that the chief reasons for such participation have been to explain the school program to the community, to obtain support for the program, and to gain adequate funds for the many needs of the school. In short, the public relations program has been directed chiefly toward achieving general public support for the school. Although such activities are exceedingly important and necessary, attention should be given to needs of the community, since the school does not exist independently of society.

Organizations serve as vehicles for the dissemination of school information. In stable communities various organizations are found. In such areas the task of school administrators and of other personnel in interpreting the school program and in defining the needs of the school is considerably simplified. On the one hand, the existence of organized groups offers opportunities for school executives to make

presentations, permits the discussion of school policies and programs, and facilitates a steady flow of school information to all concerned. In addition, participation in established groups opens avenues through which community educational activities may be promoted. Furthermore, through face-to-face contacts with parents, misunderstandings are frequently avoided. It is evident that when administrators follow such procedures, organizations are assisting in making known school policies and problems.

On the other hand, through participation in organized groups, the school personnel should make a contribution to the community. In certain areas faculty members may furnish leadership, especially when the solution of educational problems is in question. Furthermore, the presence of school representatives offers community members, not well versed in school matters, an opportunity to learn the objectives and functions of the school. Alert teachers and administrators participating in community groups soon discover the interests and needs of the community and utilize such information in programs of curriculum development.

#### COMMUNITY-SCHOOL COMMITTEES

So far the discussion has been concerned with the participation of faculty



members in groups outside of the school. However, it is important that community persons be invited to participate in school committees. Often, parents and other interested persons may serve as valuable resources, when school programs are being planned or revised.

Such interaction between school professional personnel and community persons may arouse interest in school and in community problems, and may facilitate the achievement of a common purpose. Areas in which conflicts may arise may be identified, and adequate measures taken to avoid or to resolve issues. Provisions may be made for clearly defining the proper function of various agencies in the community. For example, in complex urban areas a number of agencies rendering cultural, religious, social, civic, and recreational services, each ready to make a contribution to the community, may be found. When a particular enterprise is undertaken in which one agency is furnishing leadership, other groups should play supporting roles. In order to avoid duplication of effort, provisions should be made for co-ordination of all activities in the direction of accomplishing stated objectives.

In short, the membership of school personnel in community organizations, and the participation of community persons in school committees provide the necessary contacts between community groups and the school. Ideas may be shared, mutual problems discussed, and better understanding developed. The establishment of such a reciprocal relationship should facilitate the improvement of community conditions.

#### IMPEDING FACTORS

In sharp contrast to situations in which many community organizations are found, in localities in which few, if any, agencies exist, the task of school staffs is considerably altered. In the former case, the role of faculty members consists of functioning

within groups of long standing; in the latter, community groups must be organized if adequate communications are to be maintained between the school and the community. For most administrators are aware of the fact that unsolved community problems are usually reflected in the school situation; and in the absence of organized groups in the neighborhood, in spite of the fact that many media — letters to parents, school newspapers, open house activities, and parent days — are used to attract attention to the school program, the apparent lack of identifiable leaders offers little opportunity for enlisting the aid of the community in helping to solve particular school problems.

The lack of organized groups may indicate varying degrees of social disorganization. Under such conditions, little community spirit is in evidence, and interest in school problems is almost non-existent. This statement does not mean that individual parents are not concerned, but it does mean that without organized parent effort, little can be achieved toward developing an adequate educational program.

The lack of interest in school activities is probably an indication of more serious and pressing problems faced by members of the community. That such is the case may be inferred from some statistics compiled for one area. For example, a study of a community, conducted by a teacher, revealed that, on the average, health, housing, and juvenile delinquency problems were considerably above those of the city as a whole.<sup>1</sup> Inadequate housing and play space, overcrowding, unhealthful living conditions, and increasing lack of respect for laws contribute to furthering the rapid decline of the neighborhood. Persons living in such areas appear to lack a feeling

<sup>1</sup>"A Study Conducted for the Purpose of Discovering some of the Characteristics of the Hendricks School Community." By Genevieve Russell and Joseph H. DiLeonarde. Chicago: Hendricks School, 313 West 43rd Street, June, 1953 (mimeographed).



of belonging; as a result, they leave the community at the earliest opportunity.

The results of such conditions become manifest in the school situation; the educational program becomes largely ineffectual. For example, the implementation of a strong health program in the school may not succeed unless parent education is also undertaken; housing education may be introduced, clean-up campaigns may be undertaken, but without the assistance of all community members such school programs do not contribute markedly toward achieving the desired goal — the improvement of family and community living. Careful attention may be given to truancy, the services of law enforcement agencies concerned with school attendance may be utilized; guidance procedures may be instituted; but without maximum utilization of all youth and parent educating agencies, many children and youth become delinquent.

The high mobility of population affects the stability of the school organization and the educational program as well. For example, as families leave the school district in comparatively large numbers, pupils transfer. As new families arrive, new pupils enter the school. This constant transferring of pupils necessarily upsets the classroom routines and programs. Needless to say, the clerical work mounts, and the problems of the principal increase. Under such conditions, the school remains in a constant state of flux, never achieving a reasonable level of stability.

Faced with such working conditions, school professional staffs — teachers and principals — leave as soon as regulations permit. Such practices create more instability and greater problems for new teachers and the new principal. For, whereas the original professional personnel was reasonably well acquainted with the problems of the school, new members of the faculty must orient themselves to new conditions. It should be clear that such practices further aggravate the existing turbulent conditions.

#### SUGGESTED ACTION

Obviously, if nothing is done to stem the constant shift of neighborhood members, and the abnormally high rate of school professional personnel transfer, little will ever be accomplished toward stabilizing both the neighborhood and the school. What course should be followed by an administrator newly arrived on such a scene? If he is not easily discouraged by the prevailing conditions, he will seek ways of stabilizing both the neighborhood and the school. Clearly, such goals can not be achieved by the principal working alone; leaders must be found, and programs designed to educate persons for leadership must be planned. Needless to say such programs are neither easily initiated, nor implemented; progress is slow and difficult. However, if the administrator is willing to place his time and his leadership at the disposal of the community, much may be accomplished.

An initial and necessary step which administrators may take is to organize a P. T. A. A second step may be to make a study of the community for the purpose of locating sources of potential leadership, and for discovering its needs, deficiencies, and sources of strength. The objectives should be to organize leaders so that they may exercise leadership among other community members, and to plan programs to meet needs.

When leaders are found, the initiation and organization of a community council may prove to be an excellent approach toward developing community spirit. For example, in the West Kenwood area in Chicago conditions such as were previously described are in existence. However, through the leadership of the pastor of a church, Reverend J. I. Gallery, and with the assistance of a city public agency, the Office of the Housing and Redevelopment Co-ordinator, a community council was organized. This council had as its chief objective the conservation of the neighborhood. Through the tireless efforts and



constant encouragement of D. E. Mackelmann, Deputy Housing and Redevelopment Co-ordinator, steps were taken to improve conditions in the neighborhood. Improvement of city services were obtained; some buildings found to be uninhabitable were demolished and many buildings were repaired; a successful plea was made to the Board of Education for the construction of a new elementary school; and close watch was maintained over conversions of buildings. Such steps are of great importance if neighborhood stability is to be achieved. The principal of the school attended meetings and urged teachers and P. T. A. members to attend.

Over a period of several years, certain tensions developed which threatened a collapse of the council and of the neighborhood program. The near dissolution of the council may be attributed chiefly to the manner in which the council operated. Generally speaking, residents felt that they did not share in setting policies, nor did they participate in deciding the manner in which policies were to be implemented. Moreover, few, if any, suggestions made by persons attending meetings were given adequate consideration. Arrangements were not made for wide participation of community members, nor were adequate channels of communications maintained. This semi-authoritarian mode of operation created much resentment among a great number of the residents, and as a consequence co-operation among the few existing informal community groups became almost non-existent.

In recognition of this discord, a group proposed that a re-organization, under a more democratic form, be undertaken. The principal of the school was asked to serve as temporary chairman, and was later elected chairman. Since it is believed that an organization serves as a means for achieving goals, and for facilitating the division of labor and responsibility, the formation of committees was proposed. It was further suggested that three com-

mittees — a committee of neighborhood conservation, a nominating committee, and a committee for drafting by-laws — be formed. Since procedure used for the selection of the membership of committees was deemed to be of great importance, volunteers were asked to serve. Moreover, committee members were given opportunity to select their own chairman.

#### PROBLEMS FACED BY COUNCIL

Because of the lack of organized groups in the community, the council officers must identify persons holding certain interests in common and having similar problems, for the purpose of welding these individuals into working groups. For example, a number of property owners were willing to undertake home repairs, but the difficulty experienced in obtaining necessary loans has proved to be a barrier. If results are to be obtained in the direction of rehabilitating homes, these persons should be organized and should seek assistance as a group, not as individuals.

Other problems relate to the establishment of adequate communications. Both lateral and vertical channels of communications are necessary. Lateral refer to adequate inter-action between working groups; vertical require channels of communications between working groups and a central co-ordinating agency. Co-ordination of effort is necessary if goals are to be achieved. In addition, in order that all community members may be kept informed of the council's objectives, a public relations program is required. Because of the lack of experienced leaders, the most urgent problem facing the council is to identify potential leaders and educate them for leadership, and transfer leadership to them as it develops. It is also of great importance to discover and to utilize the capabilities of persons willing to work.

The success or failure of the council will depend largely on the extent of participation of members, and upon the



leadership developed. The co-operation of organized groups and their leaders is crucial.

Most school public relations programs today are focused upon achieving public support for the schools. Although such programs are of great importance, more attention should be given to the solution

of community problems which invariably are reflected in the school. School faculties, in order to make the school program effectual, should actively participate in community organizations. When such agencies are lacking, the school should furnish leadership in developing leadership among community persons.

## WHY STUDY ENGLISH?<sup>1</sup>

### GENERAL ELECTRIC COMPANY

**I**F WHAT Peter Drucker says is true, and we believe it is, you had better do something about your English.

Mr. Drucker wrote an article for the May, 1952, *Fortune* called "How to Be an Employee." He said that the ability to express ideas in writing and in speaking heads the list of requirements for success.

"As soon as you move one step up from the bottom, your effectiveness depends on your ability to reach others through the spoken or written word. And the further away your job is from manual work, the larger the organization of which you are an employee, the more important it will be that you know how to convey your thoughts in writing or speaking. In the very large organizations, whether it is the government, the large business corporation, or the Army, this ability to express oneself is perhaps the most important of all the skills a man can possess."

It pleases us at General Electric to go on record as supporters of Mr. Drucker's statement. We know, of course, that there are many skills and personal qualifications leading to success. There is no doubt in our minds, for example, that you should have a genuine desire to exchange your best efforts in your employer's behalf for the chance to tackle increasingly more important, more challenging, and more rewarding assignments. We think that you should be able to look a fellow employee, including your boss, in the eye;

that you should be reasonably neat and clean.

But right now we have much to say about English.

The top engineer upstairs is on the telephone. He says to us: "Right before my eyes is a brief report made out by one of our young engineers. I have to guess what the fellow is driving at. I'm no English shark, but I find myself getting a little angry when I see four sentences tied together into one with commas. He has *principle* for *principal*, and he has also misspelled *accommodate* and *Cincinnati*. What if some of this fellow's bad sentences get into the hands of our customers?"

We sympathize and we say somewhat lamely that it's up to him to suggest that the fellow hire a tutor.

The top engineer is wound up. "At the last meeting of our Association, representatives of all the major companies complained about the way their younger men were putting down their words — and futures — on paper. Can't someone tell us what to do?"

We reach for an answer.

"When boys and girls began avoiding mathematics like the plague," we remind him, "we began printing facts. It is now our duty and privilege to beat the drums for English! Our motives are partly selfish, because we want American business

<sup>1</sup>Reprinted through the courtesy of *Scholastic* and the *General Electric Company*.



to succeed even more than it has in the past. But our motive is more than self-interest. We know because we rub shoulders with people, at work and in the community, that a solid background in English is prerequisite to happiness and well-being. Without a reasonably good command of English—as a means of communication—and without knowledge of what the best minds of all time have put into print, we are not educated for personal happiness, apart from the job, or for personal success in the exciting business of making a living.”

“But I thought all boys and girls took English in high school and college?”

“Yes, they have put in their time. Their teachers have spread the feast, but some of them haven’t been very hungry. Perhaps they will listen to us. Their teachers can tell them a thousand times that English is important, but they will say, ‘Teacher means well, but she’s trying to sell us on the importance of her subject.’ Perhaps when a manufacture of turbines, generators, jet engines, lamps, room air coolers, toasters, refrigerators, and 200,000 other electrical products says English is of tremendous importance, they will listen. After all, English is almost as important as math in our business, isn’t it?”

The engineer’s answer is deliberately emphatic: “Change the word *almost* to *just*, and, brother, you’ve said a mouthful! Tell them that English is important to them—and to us—because very soon their ability to read and to know and to remember what they have read, and to speak and to write well, will make all the difference whether they and we or some other company of their career choice will succeed together.”

At one time or another, all of us try our hand at writing.

A group of engineers applies the new principle to the development of a revolutionary type of gadget. The results of this effort are summed up in a typewritten report to the head of their department. The

report is then mimeographed for the benefit of others in the organization.

The company prepares to put the new product on the market. Writers prepare literature describing its virtues, or explaining how to use it and keep it in working order.

This is indeed useful writing. No piece of company business can begin, progress, and achieve its purpose without the use of words. Writing, together with reading, is as much an integral part of the electrical manufacturing business (or any business) as your bones are part of your body.

Every day in your future you will be called upon to speak and write, and when you open your mouth, or write a letter or report, you will be advertising your progress and your potential worth.

Here is a verbatim extract from a laboratory notebook:

“Curt flew into the cloud, and I started the dispenser in operation. I dropped about three pounds (of dry ice) and then swung around and headed south.

“About this time I looked toward the rear and was thrilled to see long streamers of snow falling from the base of the cloud through which we had just passed. I shouted to Curt to swing around, and as we did so we passed through a mass of glistening snow crystals! We made another run through a dense portion of the unseeded cloud, during which time I dispensed about three more pounds of crushed dry ice. . . . This was done by opening the window and letting the suction of the passing air remove it. We then swung west of the cloud and observed draperies of snow which seemed to hang for 2-3000 feet below us and noted the cloud drying up rapidly, very similar to what we observe in the cold box in the laboratory. . . . While still in the clouds as we saw the glinting crystals all over, I turned to Curt, and we shook hands as I said, ‘We *did* it!’ Needless to say, we were quite excited.”



This extract is from the laboratory notebook of Vincent J. Schaefer. It is of historical significance because it describes the first artificial snow making outside the General Electric Research Laboratory. Without such record, other men could not have understood the purpose, procedure, and effect; would not have had a starting point from which to take off on their own investigations.

Since its beginning in 1900, the Research Laboratory has published nearly 2000 papers in technical journals, and these have recorded new facts, new basic discoveries, and new theories. Many are recognized the world over as classics, and are cited as authoritative references in their fields. Some opened up wholly new fields for exploration. Others cast new light on known phenomena. Some disclosed new tools for research.

But the recording of ideas and facts is not confined only to the engineering and scientific laboratories. Each year, thousands of General Electric mechanics, stenographers, accountants, and others write down their suggestions for improving company products and procedures. To each whose suggestion is adopted is given a certain amount of money, but we suspect that the real gain — for company and employee — is the focusing of attention upon those persons who can think of a better way and who can tell about it with words on paper.

We thought little of it at the time, but one night several of us were visiting over the back fence, and a college boy, home for the summer, joined us. He told us how he was enjoying his summer job as helper on a General Electric truck. We asked him who his boss was and how he liked him. He gave us the name and said, simply, "I like him very much. He is a well-spoken man." We think that you, too, if you will stop to think, prefer well-spoken men and women.

You will probably grant that General Electric knows a thing or two about its various specialties, but you may question

whether our expertness extends to the English part of the education field. Let's get off the hook directly: your English teacher has probably forgotten more about the teaching of English than we will ever know. As a matter of fact, if someday your employer finds you wobbling in English, he will be critical of you, not some long-suffering teacher or parent.

One of our business colleagues, who would hate us if we gave away his name, has an interesting background. Early in his growing-up years, he dropped schooling so he could earn enough money to buy a Stutz roadster. Eight years later, after working in a shoe factory, another powerful desire took possession of him. He wanted a Harvard degree. For one year he studied all the specified high school subjects; he read everything he could lay his hands on. Then he took all the required high school examinations and passed them with an average of 95 per cent. At Harvard, he kept on reading everything he could squeeze into four years' time. To make a long story short, he's now doing better than all right.

Attitude makes all the difference!

If you are one of those "dese" and "dose" guys, and if it "don't make no sense" to you that your school and your employer "wants" you to become a literate person, all the teaching skill and the modern facilities can't win you over.

Did you ever hear of a mental block? It's a massive barrier in your mind but, like the Maginot Line, it can be penetrated.

That block may be mathematics or history or spelling or perhaps a feeling that no one likes you or something else. Do you remember how you learned to swim? You had flailed the water and sunk like a stone. But then a fortunate stroke propelled you forward, and now it doesn't occur to you when you dive off the board that you may not be able to swim to shore.

Too, your mind may be blocked because you imagine all well-read, literate persons



are precious, prissy characters who go around spouting Shakespeare. There may be a few of those people, but that is not Shakespeare's fault. We are just realistic enough to believe that some of the master poet's gracious writing style will rub off on you. We know that in a sense we become a part of what we read, and that what we call writing style is born from our unconscious attempt to imitate what we like.

We hope it has occurred to you that English extends beyond a single classroom; that your success or failure in your other classrooms is largely due to your ability to read, to understand, to speak, and to write. English is just as all-embracing in a business organization. Whether we are at drafting board, desk, machine, or calling on customers, we are involved more or less in communication.

We say that English — especially to American boys and girls — is an easy language to learn. Making English behave may be a little troublesome. You can play safe by writing dull little sentences, and they, of course, are less frustrating to the reader than involved wrong sentences. But since the sentence you write or speak is what the reader or listener uses as a criterion in judging you, it is good sense to learn how to become its master.

We know from our experience at General Electric that too many of our younger employees say to themselves before spreading their wings for a flight with words: "But if I write that report the way I feel it should be written, my boss will think that I am a child." If an engineer, for example, is testing an insulating material and it chars and smells like burned string beans, we can think of no reason why he should not say so.

Our business world needs young people whose minds are packed with facts, but with the boldness of imagination to release them in a form that is easy and pleasant to take.

We have on our desk copies of the *General Electric Review* and the *Scientific American* — both written for thousands of top-flight engineers and scientists. The editors of both magazines know that factual reporting is necessary so that their readers, who are so brilliantly expert in many fields, will have confidence in the authority of their articles. But they know, too, that men and women, whatever their job or profession, are willing to begin and stay with an article only if it is well-written. Only you can guess how many books and articles you have thrown aside after tasting the first few paragraphs. Everyone who reads and listens is so very human.

Without interested readers, whether the magazine is *Scholastic* or *Scientific American*, its survival depends upon the skill and labor-of-love that editors and authors lavish upon it. Your survival, too, as the adult you are aiming to be, depends upon your ability, desire, and courage to put your best foot forward in a world that will judge you by your words as well as your actions.

Who is the next most important man or woman in your life? We aren't thinking of the next prom date, but an understanding person who is sitting at a desk studying a filled-in application blank. Whether he's a college admissions or an employment officer, he hopes he is so right before saying *yes* or *no*.

Can you live up to your expressed desires? Will you fit in? Have you enough preparation, enough intellectual background? Can your brain direct your hands in performing skills? Can you stand the pace of competition? Can you accept responsibility? Will you worry a workaday problem, like a dog with a bone, till you have conquered it — and then brace yourself for a tougher assignment?

If what you have said on the application blank shows a glimmer of hope, you are brought in for a personal interview. This can be rough going if you haven't habitu-



ated yourself to accurate and well-organized expression.

The interviewer across the desk from you has been charged by his college or company to weigh your worth; he has accepted the responsibility of determining the future of the organization he represents — any good organization is but the lengthened shadow of qualified men.

Your job interests. Your participation in school activities. Your subject preferences. Your hobbies. Your ambitions. These and many other topics are brought forward for you to discuss.

The minutes speed by. You summon up the skills of presentation you have practiced in English and other classes. It strikes you, as you talk, that in neither writing nor speaking can you conceal your inadequacies.

As you move up the success ladder, what you write and what you say will determine in part your rate of climb. It is neither too early nor too late to become practiced in the art of communication; certainly not too late to accumulate background through reading experiences. . . .

We pause and listen to the unceasing whine of a motor across the yard. In the distance three green-gray columns of smoke are rushing upward from three yellowbrick chimneys. We see them as symbols of mechanical might controlled by the will, the wit, and the intelligence of earnest men. And these men, adventurers and pioneers of industry, can move ahead with their plans, because their own thought processes have been built upon such logical disciplines as history and math — and English.

## CHICAGO EXCURSION INFORMATION

### THE STAFF OF THE CHICAGO SCHOOLS JOURNAL

*The excursion provides the actual experiences which are essential to all true understanding and appreciation, and in addition provides them in a setting demanding the sort of social co-operation which all pupils must learn to give as members of organized society.*

— Henry C. Atyeo

IF properly planned and executed, excursions can have considerable educational significance. The Journal has, from time to time published excellent articles showing how teachers in "Studying an Urban Community,"<sup>1</sup> Marian Lovrien shows how she made the study of the community an effective project in communication with 10B English students of widely varying degrees of abilities and interests. On the primary level Mabel Hemington explained, in "Vital Experiences through Excursions,"<sup>2</sup> how even the youngest children derived innumerable concepts and opportunities for social growth from a visit to the Shedd Aquar-

ium. The method used with an 8A class in planning a pageant on the history of Jefferson Park is told by Marguerite M. Olson in "Community Research";<sup>3</sup> it is rich in its implications of the values of situations presented by a local environment and its events.

In order that teachers may have as complete information as possible concerning the various places to which excursions may be made, the Staff of the CHICAGO SCHOOLS JOURNAL has compiled a list of some of the outstanding organizations which encourage school trips.

<sup>1</sup>January-February, 1950.

<sup>2</sup>March-April, 1952.

<sup>3</sup>January-February, 1948.



# EDUCATIONAL EXCURSIONS FOR SCHOOL CHILDREN OF CHICAGO

Name	Address	Days on Which Trips Can Be Made	Hours	Size of Group		Type of Group	Person to Contact	Charges	Guide Service	Special Comment
				Min.	Max.					
American Institute of Baking	400 E. Ontario St.	Mon.-Fri.	9 a. m.-5 p. m.	12	50	..	Dr. Robert English	None	Yes	Appointment one month in advance required
Archives and Museum of the Polish Roman Catholic Union	984 Milwaukee Ave.	Mon.-Fri.	8:30-12 noon 1:4-30 p. m.	25	..	..	Miss Sabina P. Logisz, BRunswick 8-3210	None	Yes	Appointment in advance suggested. Only one of its kind in this country, probably in the world
Armour and Company	Union Stock Yards, Armour Visitors Entrance	Mon.-Fri.	9-11 a. m. 12:30-2 p. m.	..	100	4th gr. up	Mr. James Purpura	None	Yes	Appointment a few days in advance required
Art Institute	Michigan and Adams	Mon.-Fri.	9 a. m.-5 p. m.	..	...	..	Miss Janet Schuleen or Mrs. Georgia Craven, CENtral 6-7080	None	Yes	Fee for guide service for private elementary schools, \$3.00 per hour; private high schools, \$4.00 per hour; private colleges, \$5.00 per hour
Board of Education Printshop	2230 W. Cortland St.	Mon.-Fri.	10:30 a. m.-3 p. m.	..	20	..	Mr. Michael Kenneth, HUmboldt 9-1431	None	Yes	.....
Chicago Board of Trade	141 W. Jackson Blvd.	Mon.-Fri.	9:30 a. m.-1:15 p. m.	..	125	..	Miss Alice E. Haggans	None	Yes	Daily schedule of program "The Story of the Market": 9:45, 10:30, 11:15, 12:00, and 12:40
Chicago Christian League	28 S. Sangamon St.	Mon.-Fri. Sat.	9 a. m.-4 p. m. 9-12 noon	..	50	..	Dr. William Seath or Mrs. Elsie Dunbar MONroe 6-2474	None	Yes	Located in heart of Skid Row
Chicago Clearing House	164 Jackson Blvd.	Mon.-Fri. Sat.	10:15 a. m. 9:45 a. m.	..	35	..	Mr. Joseph A. Rossitor, HAYmarket 7-8745	.....	.....	.....
Chicago Daily News	400 W. Madison St.	By appointment	.....	..	20	..	DEarborn 2-1111	None	Yes	Appointment in advance required
Chicago Historical Society	Clark St. at North Ave.	Mon.-Fri.	9:30-12 noon 1:4-30 p. m.	..	20	..	Miss Sarajane Wells, MICHigan 2-4600	None	\$2.00 per guided tour	Also open on Saturdays 9:30 a. m.-4:30 p. m. and on Sundays and holidays from 12:30-5:30 p. m., but no tours conducted on these days. Appointments in advance required
Chicago Lighting Institute	37 S. Wabash Ave., 12th floor	Mon.-Fri.	9 a. m.-3:30 p. m.	15	100	..	Mr. Carl W. Zersen	None	Yes	By reservation only. Program, of about 90 minutes, designed for group in attendance; can be technical or non-technical



Name	Address	Days on Which Trips Can Be Made	Hours	Size of Group Min. Max.	Type of Group El. H.S. Col.	Person to Contact	Charges	Guide Service	Special Comment
Chicago Mercantile Exchange	110 N. Franklin St.	Mon.-Fri.	9:15 a. m.-1 p. m.	.. 30	.. X	Mr. S. L. Austin	None	Yes	Of particular interest to college marketing classes
Chicago Midway Airport	5700 S. Cicero Ave.	.....	.....	..	..	Mr. John A. Casey POrtsmouth 7-3300 or 7-6200	None	Yes	Tours conducted by American Airlines and United Air Lines
Chicago Plan Commission	City Hall, 10th floor	By appointment	.....	..	X X X X	Mr. Carl L. Gardner	None	.....	.....
Chicago Public Library	78 E. Washington St.	Mon.-Sat.	9 a. m.-5 p. m.	15 40	X X X X	Miss Agatha Shea for children; Miss Mildred Bruder for adults	None	Yes	Appointment in advance required. In addition to tour of Central Library, tour of Civil War Museum can be arranged
Chicago Tribune	435 N. Michigan Ave.	Mon.-Fri.	2, 4, and 8 p. m.	.. 50	10 X X X	Plant Tour Reservations Superior 7-0100	None	Yes	.....
Chicago Union Station Company	210 S. Canal St.	Mon.-Fri.	By appointment	5 30	X X X X	Mr. W. F. Carlson	None	Yes	Appointment in advance required
Conrad Hilton Hotel	720 S. Michigan Ave.	Mon.-Sat.	10 a. m.-2 p. m.	6 60	X X X X	Mrs. Patricia Watson	None	Yes	Appointment in advance required
Curtiss Candy Company, Plant No. 1	750 Briar Place	Tues.-Wed.	12:30-2:30 p. m.	15 60	7th X X X and 8th gr.	Mr. W. C. Jakes	None	Yes	.....
Division of Radio and Television, Chicago Board of Education	228 N. LaSalle St., Room 701	Mon.-Fri.	9 a. m.-4 p. m.	5 20	X X X	Mr. George Jennings	.....	.....	Appointment several days in advance required
Federal Reserve Bank of Chicago	230 S. LaSalle St.	Mon.-Fri.	9-12 noon	10 40	.. Srs. X	Mr. Robert West	None	Yes	.....
Ford Motor Company, Chicago Assembly Plant	12600 Torrence Ave.	Mon.-Fri.	9 and 10 a. m. 1 and 2 p. m.	1 50	11 X X X yrs. up	Industrial Relations Department	None	Yes	.....
Garfield Park Conservatory	300 N. Central Blvd.	Mon.-Fri.	9 a. m.-3:30 p. m.	25 30	X X X X	Mr. William C. Blaesing	None	Yes	.....
Haeger Potteries, Inc.	7 Maiden Lane, Dundee, Illinois	Mon.-Fri.	9, 10, and 10:45 a. m. 1:15, 2, and 2:15 p. m.	..	X X X X	Send postcard to Department 111, Haeger Potteries, Inc.	None	Yes	Appointment in advance required. Salesroom open Mon.-Sat. 8 a. m.-4:30 p. m.; Sundays and holidays. 10 a. m.-5:30 p. m.
Hallcrafters Company	4401 W. 5th Ave.	Mon.-Fri.	8:30 a. m.-5 p. m.	..	X X X X	Mr. Sam Cascio	None	Yes	.....
George F. Harding Museum	4853 Lake Park Ave.	Tues. Fri. from Sept. 13 to June 29	1-5 p. m.	..	X X X X	Mr. Arthur J. Murphy, 111 W. Washington St., Room 1823	None	Yes	.....



Name	Address	Days on Which Trips Can Be Made	Hours	Size of Group Min. Max. El. H.S. Col.	Type of Group	Person to Contact	Charges	Guide Service	Special Comment
Illinois Bankers Association, Chicago District	105 W. Monroe St.	By appointment	.....	.. .. .	.. .. .	Miss Margaret R. Hadley, Central 6-2405 or bank nearest school	.....	.....	One hour tour. Miss Hadley will make arrangements with a bank near school
Illinois Bell Telephone Company	212 W. Washington St.	Mon.-Fri.	9 a. m.-4 p. m.	10 30	7th and 8th gr.	Manager of Local Business Office, Official 3-9100	None	Yes	
Illinois Institute of Technology	Technology Center	Sat. Sept.-June	10 a. m.	.. .. .	.. .. .	Mr. Philip B. Lottich, CALumet 5-9600	None	Yes	Appointment in advance required. One hour tour; begins in Room 201 of Student Union Building
International Harvester Company	McCormick Works, 26th and Western Ave. Tractor Works, 2600 W. 31st Blvd.	Mon.-Fri.	8:30 a. m.-3 p. m.	6 45	.. .. .	Mr. Albert L. Mampre	None	Yes	
		Mon.-Fri.	9:30 a. m.-1 p. m.	10 50	.. .. .	Mr. J. B. Hammond	None	No	Prefer only vocational or technical high school students, accompanied by adequate adult supervision. No restriction on college students
Library of International Relations	351 E. Ohio St.	Mon.-Fri.	9 a. m.-5:30 p. m.	1 50	.. .. .	Miss Eloise ReQua or Miss Jane Statham	None	Yes	
Lincoln Park Zoo	Webster and Stockton Dr.	Mon.-Fri.	9 a. m.-5 p. m.	.. .. .	.. .. .	Director's Office	None	No	Weekends and holidays in summer, 10 a. m.-6 p. m.; in winter, 9 a. m.-5 p. m.
Loyola University, Madonna Della Strada Chapel	6525 N. Sheridan Rd.	By appointment	.....	.. .. .	.. .. .	BRIargate 4-3000	None	Yes	
Marshall Field and Company	111 N. State St.	Mon.-Fri. Jan. 2-Nov. 15	9:30 and 1:30 p. m. — behind the scenes tours; 10 a. m. and 1:30 p. m. — merchandise tours	.. 20 .. 50	.. .. .	Miss Lyla Canale, State 1-1000, Ext. 2688	None	Yes	Appointment in advance required. Behind the scenes tour takes between 1½ and 2 hours; merchandise tour approximately 1 hour
Merchandise Mart Guided Tours	222 W. North Bank	Mon.-Fri.	9:30 a. m.-3:45 p. m.	.. .. .	.. .. .	Miss Carole Cassel	35 cents per person — student rate	Yes	Approximately 75 minutes tour
Milk Foundation	28 E. Huron St.	Mon.-Fri.	.....	.. 30	.. .. .	Miss Helen Earley	.....	.....	Mobile Nutrition Exhibit brought to school
Morton Arboretum	Lisle, Illinois, Route 53	Mon.-Fri.	9 a. m.-5 p. m.	.. .. .	.. .. .	.....	None	No	One adult must accompany each 20 students. Report to Thornhill Building. Three Nature Trails with printed guides furnished leaders and work-sheets for each member of group



Name	Address	Days on Which Trips Can Be Made	Hours	Size of Group		Type of Group	Person to Contact	Charges	Guide Service	Special Comment
				Min.	Max.					
Municipal Court of Chicago	City Hall, Room 917	Mon.-Fri.	9:30-12 noon	..	...	× × ×	Mr. M. Nelson	None	Yes	Appointment in advance required. Size limited to calendar of court
Museum of Science and Industry	57th St. and South Shore Drive	Mon.-Fri.	9:30 a. m.-5:30 p. m.	..	...	× × ×	Miss Ruth Crosell	None	Yes	There is a charge for some exhibits. During winter months closing is at 4 p. m. Monday-Friday
National Broadcasting Company, Inc., and WENR and WMAQ	Merchandise Mart Plaza	Sat.	1-4 p. m.	..	25	× × ×	Mr. George Gilbert, Jr.	None	Yes	
Newberry Library	60 W. Walton Pl.	Mon.-Fri.	9-12 noon	..	25	.. × ×	Mr. B. Bowman	None	Yes	Appointment 2 weeks in advance required
Northwestern University	1740 Orrington Ave., Evanston	Mon.-Fri.	1-3 p. m.	..	...	× × ×	Mr. William M. Bowman	None	Yes	Appointment 1 week in advance required
Dental School	311 E. Chicago Ave.	By appointment	.....	..	...	.. × ×	Dr. Peebles	None	Yes	Limited to prospective students
Medical School	311 E. Chicago Ave.	By appointment	.....	..	...	.. × ×	Dr. Davenport	None	Yes	Limited to prospective students
School of Law	357 E. Chicago Ave.	Mon.-Fri.	8:30-12 noon 2-5 p. m.	..	30	.. × ×	Mr. W. R. Roalfe	None	Yes	
Technological Institute	Sheridan Rd. at Noyes St.	Sat.	11 a. m.	..	...	.. × ×	.....	None	Yes	Advance registration not required. One hour tour; starts from lobby entrance
Oriental Institute Museum	1155 E. 58th St.	Mon.-Sat.- Sun.	10-12 noon 1-5 p. m. 1-5 p. m.	..	...	6th gr. up	Assistant to Museum Secretary, Midway 3-0800, Ext. 2645	None	No	
Provident Hospital and Training School	426 E. 51st St.	Wed.	10:30 a. m.	12	25	× × ×	Miss Beatrice F. Alston	None	Yes	
Pullman-Standard Industrial Showroom	206 S. Michigan Ave.	Mon.-Fri.	9 a. m.-5 p. m.	..	30	.. × ×	Mr. John G. Minter or Mr. Jerry R. Ludwig	None	Yes	
John G. Shedd Aquarium	1200 S. Lake Shore Dr.	Mon.-Sun.	10 a. m.-5 p. m.	..	...	× × ×	.....	None	No	
Swift and Company	Union Stock Yards	Mon.-Fri.	9-11 a. m. 12-30-2 p. m.	..	...	× × ×	Mr. H. W. Thompson for reservation; YArds 7-4200, Ext. 719. Mr. A. C. Hartman for tour information, YArds 7-4200, Ext. 378	None	Yes	1¼ hour tour starts from Visitors Reception Room, corner Racine and Exchange Avenues. Special programs arranged for college economies and marketing classes
Trailside Museum of Natural History	738 Thatcher Ave., River Forest, Illinois	Daily except Thurs.	10-12 noon 1-5 p. m.	40	50	× × ×	Miss Virginia Moe, FOrEst 9-6330	None	No	Appointment required



Name	Address	Days on Which Trips Can Be Made	Hours	Size of Group Min. Max. El. H.S. Col.	Type of Group	Person to Contact	Charges	Guide Service	Special Comment
United Air Lines	35 E. Monroe St.	Mon.-Fri.	10 a. m.-3 p. m.	.. 35 4th gr. up	×	Miss Kathleen Power	None	Yes	Appointment required
U. S. Coast Guard Group, Chicago	610 S. Canal St.	Mon.-Fri.	10 a. m.-3 p. m.	10 10	×	Chief Boatswain M. J. Kaluske, HAYmarket 7-6910, Ext. 318	None	Yes	
U. S. Customs Service	610 S. Canal St.	Tues.-Fri.	9 a. m.-4 p. m.	35 50	×	Mr. John A. Stanek or Mr. Meiners, HAYmarket 7-6910	None	Yes	Appointment in advance required. Not likely to be of much interest to elementary pupils
U. S. Naval Reserve Training Center	Randolph St. at the Lake	Sat., Sun. and holidays for special occasions	By appointment	.. ..	.. ..	.....	.....	.....	.....
U. S. Post Office	433 W. VanBuren St.	Mon.-Fri.	9 a. m.-6 p. m.	5 ..	×	Office of Postmaster, WABash 2-9207, Ext. 100	None	Yes	Appointment in advance required
U. S. Steel Corporation, South Works	3426 E. 89th St.	Mon.-Fri.	9-11:30 a. m. 1-3:30 p. m.	20 80	Jrs. and Srs.	Mr. B. M. Livezey, General Superintendent, by letter only	None	Yes	Appointment in advance required. Private cars not permitted. Size of plant makes it impossible to make tour on foot. Group must provide own bus for transportation. All visitors must wear head covering; walking shoes recommended. Cameras not permitted. Names of foreign nationals must be submitted beforehand for clearance
University of Chicago, Institute for Basic Research	5801 Ellis Ave.	By appointment Thurs.	2-4 p. m.	12 40	×	Mr. William Birenbaum	None	Yes	.....
Wisconsin Steel Works, International Harvester Company	2701 E. 106th St.	Mon.-Fri.	9 a. m.-7 p. m.	10 30	×	Mr. Clement S. Mokstad	None	Yes	for science classes
WLS-Prairie Farmer	1230 Washington Blvd.	Mon.-Fri.	11 a. m.-3 p. m.	10 60	×	Mr. Kenneth Virch	None	Yes	.....
						Miss Josephine Wetzler	None	Yes	Appointment 1 week in advance required



# MAGIC-LIKE CREATIONS!

MARY COLE

CHICAGO TEACHERS COLLEGE

**W**HAT can be done in an art class with lifeless boxes of many sizes and shapes; chicken wire; various types of cloth and materials; paste; many sizes, colors, textures, and kinds of papers; tempera paints? In a short time they can be transformed into people and animals alive with the spirit of the boys and the girls who created them. Gay and bright, they are giant to them in size because they were the results of giant thoughts. Alive, yes, because many imaginations of the young were projected into the materials which many hands helped transform into make-believe visitors to the classroom.

Such things can happen easily and almost without special effort when children, with the help of an interested teacher, gather together such materials and talk about what each material "likes to do" and "what it doesn't like to do." The group tries out sample pieces and experiments to find the limitations and the possibilities of each material at hand. When such information has been uncovered, the materials will prove to be so stimulating that the products will begin to take shape. Some materials will look good, some will feel good; even discarded newspapers and paste can be made to sound exciting. Beginning in this way, or a similar way, makes the children feel secure in handling the materials so that they proceed on the adventure of the hour with confidence. Before beginning, methods of folding, creasing, tearing, cutting, pasting, stapling, painting, modeling, and all other necessary information are presented. This workshop period can be limited to a few minutes or prolonged, depending on the kinds, variety, and types of materials being used. This is the period of motivation and stimulation. It is during this time

that the children, under the guidance of their teacher, sell themselves on the idea of wanting to create something out of the materials at hand.

These first steps are a thinking activity of high order for pupils of all age levels. They are given the opportunity of discovering, of research. The teacher is not pouring ideas into the group, but is drawing ideas out of each child, using the materials as a point of departure. Something of each child, boy or girl, goes into these wonderful materials, and the outgrowth is an alive, personal expression of how the pupils feel about what they are working with, meaningful to the children and contributing to their growth because of their discoveries. The activity is not one concerned with making things, but one in which the children are exploring, discovering, and creating.

Each new experience is built on past experiences. Each subsequent experience a child has under the guidance of a teacher who motivates him in this way makes him feel more secure in the handling of materials and of his own decisions. The more his imagination is exercised, the more easily he will respond to materials. There will never be a question of misuse of material, because of the respect which will develop in the child for scrap material, as well as for material which may be classified as that designed for use in the art classroom. Soon everything is thought of in terms of "What can I do with it?" The child becomes absorbed in an activity such as this because it is a thinking activity as well as a physical activity. He is absorbed because he is working out his ideas limited only by the things with which he chooses to work. There are no false goals set up for the child: a right way, a wrong way, a right color, a wrong color. Instead, his



goals are those which he sets up for himself with the help of his teacher. His task-masters are his materials and chosen tools which will help him in discovering what can or can not be done.

Let us list some possible materials and tools needed for such a project: old newspapers, in quantity; paper-hangers; paste or library paste in pint jars. Library paste may be diluted by mixing thoroughly three to five jars of water to one jar of paste. An empty coffee can may be used to hold paste because the wide mouth allows for dipping pieces of paper, or will service a large brush for applying the paste to large areas. Empty corrugated or gift boxes in many sizes, wooden crates, colored construction paper, tissue paper, materials

such as burlap in colors or unbleached muslin, tempera paints, gummed paper, pins, string, yarn, chicken wire, masking tape, corrugated paper, and many, many additional materials help to stimulate pupils to such an activity. Not all the materials will be needed at any one time, unless a group of figures or animals are to be constructed. The activity is such that even if only one object is to be made, each member of the group may play some part in its creation.

A very limited number of tools are needed: scissors, wire clippers, pliers, hammer, and a few nails. Most of the modeling and construction is done by hand.



Imaginary Figures Come to Life!



## SUBJECT MATTER UNLIMITED

The selection of the subject matter is unlimited. What one material can not help make, another can. The size is unlimited, from a desk project to a Santa standing nine or ten feet tall. Those that we will be discussing now range from two or three feet to six feet tall. The figures need not be worked on while standing upright, if too tall, but can rest on their sides flat on the floor within easy reach of the children. Little people need not do little things. Their thoughts may be as big and generous in size as those of their bigger schoolmates; these are projects of thought which take their form in materials.

The ostrich looks as though he did not want to be made out of anything but colored tissue paper and chicken wire. The monkey seems content to be created out of empty corrugated boxes, colored construction paper, and a bit of paint. Santa is chubby and jolly because he was so modeled with chicken wire and covered with large pieces of newspaper and paste. The giraffe stands tall and straight because his neck is formed of a tall straight box and his legs of tall, straight cardboard paper tubes. A doll of stuffed burlap with crinoline skirt, muslin shoes, puffed sleeves, and yarn hair looks very happy riding the giraffe or playing with some of the animals. "Blitzen" is made out of a wooden orange crate covered with sheeting so the children can ride Santa's reindeer. His facial expression of stuffed contentment and happiness shows the love his young workers had for him.

Children of all age levels, beginning with the very young and continuing through young adulthood, will find these projects interesting. Those pictured were created by young women preparing to be kindergarten-primary teachers.

After the group has been motivated and has spent some time experimenting with and learning as much as possible about the materials at hand, under the guidance of their teacher, and a real or imaginary



A Burlap Doll

subject or subjects have begun to take form, the next step to decide on is the working area. This might be a corner on the floor, a table top, or whatever space seems best suited to the activity.

Now the basic construction begins! Perhaps an explanation of several possible projects may clarify the procedure. This will differ with each teacher and with each boy and girl who is having the experience. No two people will approach it in the same way. There is no one way to tell the story. These are only several possible procedures.

If chicken wire is to be used, wire with large hexagonal holes should be obtained. It is very inexpensive, and can be purchased in several different widths in most hardware stores. This giant mesh is very flexible and may be modeled into large three-dimension designs. For Santa, who stands about five feet high, we used about ten feet of three-foot wide wire.

If a round form is desired, a square may be snipped off and the four corners brought together to form a hollow circle. Fastening is done by simply twisting a few of the many end wires which result from cutting. A head or two-piece body of the figure may be formed in this way. Arms and legs may be cut out in long rectangular forms and made into hollow cylinders. The wire may be cut, squeezed, pulled, and pushed to model features or identify clothing outlines if desired. It is very soft and changes



shape very easily. Because of the earlier period of experimentation, the boys and girls will know just what the wire will allow them to do. Usually a cord or string is attached to a section of the wire in the top of the head or body of the figure so the light hollow form may be suspended for support. At this point the wire could be painted to make it complete. A few additional materials could be used to form a paper beard and a pack for toys. Some



Only Chicken Wire and Tissue Paper!

children will probably feel happier if their Santa is covered with newspapers and paste and appears to be solid. Large pieces of newspapers may be dampened and placed over the wire. This should be followed by two or more layers of dampened paper to which paste should be added. The paste may be painted on the first layer; the next layer should be of moist paper or large pieces of dry paper. This process should be repeated two or three times. The paper should be smoothed out somewhat and allowed to dry.

The basic principles of paper maché involved here are that paper must be dampened to be modeled and that paste must be added to this so that when dry the three-dimensional form will remain as

modeled. If desired, the first layer of damp paper may be pinned to the wire so as to prevent it from moving about. Paper will not remain on the wire frame until the paste layers are added, therefore, only sections which may be completed in the time allowed for an art lesson should be begun. Very large pieces of newspaper, which should be torn rather than cut, may be used if the form is large. If a nose or a chin or similar extension of the form is desired and was not allowed for in the modeling of the original wire form, it may be added at this time with crushed dry paper adhered with strips of newspaper and paste.

After the paper is dry, bits that did not stick may be torn off or readhered. When the form is built to desired proportions and is dry, it may be painted. It is not necessary that the surface be unusually smooth as texture resulting from this process usually gives added interest to the form. Time should be taken at this point to experiment with colors in tempera paints, until the desired colors are created. This may be done on scraps of the same paper used for the figure. As many members of the group as possible should be allowed to contribute to the paper maché



Santa and Blitzen



process, or to other phases of the finishing or construction. Some may prepare paper maché toys to fill Santa's pack or prepare his curled paper beard and mustache, his belt buckle, his hat, his pack, or some of the other things the group has decided Santa needs.

Tempera paints, mixed like thick cream, and brushes suited to the size of the figure help Santa take on color and life in the final stages of the product. Paint may also be applied in many different ways, such as spraying, daubing, or sponging.

A very large number of projects may be created by using chicken wire to build up light-weight, hollow bulk, as was done with Santa. This is only a basic procedure for the handling of the material. Subjects that may be suggested when the boys and girls work with materials are unlimited. Some ideas will be pure products of their imaginations; others will be based on experiences they may have had or things they have learned.

An ostrich whose form consisted of one large and one small circular-like form and three long cylindrical forms was modeled out of chicken wire. First a small square was cut, lined with blue tissue, stuffed with newspaper, and formed into a hollow circular-like form by drawing the four ends together. This was later modeled a little to form the head. This same procedure was used with a very large square, lined in pink tissue paper and stuffed with newspapers, to form the body. The three long, narrow pieces, which later became the neck and two legs, were lined in blue tissue, stuffed with newspaper, and formed into three cylinders.

The ostrich had the chicken wire on the outside as this helped to represent some of the texture of the animal. Unlike the Santa who is hollow and is formed out of chicken wire covered with paper and paste, the ostrich is a stuffed chicken wire form. The pink and blue tissue paper was used just inside the wire form to give color to the ostrich. On the top of the head and

around the body area pink tissue paper was bunched and stuffed into each hexagonal wire section to give further texture to the bird.

Many forms, real and imaginary, such as animals, people, and birds, may become more decorative and be better designed basically when the wiring is used on the outside instead of being covered with paper and paste. The problems presented here are intended as points of departure described only to enable the readers to have a clearer mental picture of possible results.

Chicken wire may be covered, stuffed, or left hollow after modeling. Each of the three methods may be explored at great length.

An assortment of boxes, held together with gummed paper may be used to make animals of all kinds, at all grade levels. Wonderful people may be created in the same way. Some may be painted directly on the boxes, others may be covered with paper toweling and paste, or newspapers and paste, before painting. Colored construction paper, cloth, and other materials may be used. The boxes may be used in combination with chicken wire to form the head or with crushed newspapers covered with newspaper and paste for added bulk on the body. Elephants, monkeys, giraffes, lions, the zoo in its entirety may be created. Clowns, people big and small, may be created out of boxes, chicken wire, stuffed burlap, muslin, or other materials. Cellophane, wire, cork, wood, burlap, crinoline, unbleached muslin, screening, felt, an endless array of materials, may be used to bring surprise make-believe visitors to the classroom. The whole world of fantasy and make-believe may be explored.

Each child has his place in a group activity such as this. He has a place as an individual, independent thinker, and as a contributor to the group thought which brings the product or group of products into being. In such an activity, boys and girls learn to help one another. They learn



to share ideas, tools, equipment, materials, and experiences with each other.

Faced with materials of various shapes, colors, strengths, and textures, the child will invent. Each child will read a different meaning into the materials and bring to them an unlimited or limited number of ideas based on his past experiences with similar materials. We can lead the child subtly to the limits of our own imagination or we can release him to do things beyond our own.

It is experiences such as these that a boy or girl remembers most; not the object he made from someone else's preconceived plan but one which was his own creation and one on which he projected all there was of himself at the moment.

Each boy or girl will be able to do an equal share of the creating up to his level or within his reach. Everyone can contribute and thus become a part of the imaginary figure which becomes the newest member of the class.

## CLOSED-CIRCUIT TV

### New Tool for Teachers

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

**W**IRED television is well known and has been used for quite some time in broadcasting studios, operating rooms, and in various phases of industry and manufacturing.<sup>1</sup> Educators, too, have at various times speculated concerning some of the possibilities of employing a camera chain as an instructional vehicle.<sup>2</sup> The great barrier to actual exploitation of the device thus far has been its prohibitive cost. At long last, however, a recently developed miniature but highly sensitive camera tube made feasible the mass production of a revolutionary type of video camera. It is small in size, really low in price, and yet possesses almost all of the capabilities of its costly predecessor. This technological advance adds a most exciting tool to educational equipment.

A long-range program of experimentation to field-test this novel closed-circuit television system as a practical aid to instruction was implemented last summer at Chicago Teachers College. The results of these continuing trials to date have been both gratifying and challenging. Sufficient evidence has already been accumulated to validate intra-tele as something more than a gadget or an interesting

novelty. The report that follows is limited to an interim summation of experiments attempted and new avenues of investigation suggested by these experiences.

#### UNUSUAL EQUIPMENT EMPLOYED

The television camera and the several video receivers utilized for the trials were made available to the College through their respective manufacturers because of a significant interest in this educational project. The receivers varied in screen size and included 17 inch, 21 inch, and 24 inch kinescopes.

Slightly larger than a shoebox and weighing twenty pounds, the bantam camera is equipped with a revolving turret accommodating telephoto, medium and closeup lenses. In addition, built-in synchronizing generator circuits and an electronic monitor-viewfinder make this unit complete. The need for the orthodox external monitoring and control equipment is eliminated. Thus, to effect a closed-circuit camera chain all that is necessary

<sup>1</sup>"Television Affects Vocations." By Philip Lewis. *Chicago Schools Journal*, November-December, 1951.

<sup>2</sup>"English TV—An Adventure in Communication." By Isabel Kincheloe and Philip Lewis. *Chicago Schools Journal*, September-October, 1950.





Speech Class — As Others See You!

is to connect the camera to any conventional television receiver by means of the same inexpensive coaxial cable ordinarily used to electrically link the antenna to the video receiver.

It is possible for the camera to be cable-connected to as many as 10 ordinary television receivers for the simultaneous reproduction of images. Receivers can be installed as far as 500 feet from the camera, and in several different rooms or locations. This distance limit, although conservatively rated, may be extended almost indefinitely through the use of inexpensive booster units. The nature of the signals carried by the coaxial conductor makes it unnecessary to employ metal conduit or special housings even for permanent installations. This practice does not conflict with electrical code regulations and involves comparatively little expense.

The ingenious design and the resulting sensitivity of the electronic circuits make it possible for the camera to pick up very satisfactory images in any normally lighted location without the need for additional floodlighting. This factor prevents undue disruption of classroom cli-

mate during the telecasts.

Sound originating at the camera location can be transmitted over the same coaxial cable described previously through the use of an Audio-Mixer Unit. This item has the same physical dimensions as the camera and is conveniently mounted on the dolly base supporting the camera tripod. The camera output cable and the microphone cable are both plugged into the Mixer as well as the long connecting cable to the receiver(s). Thus the video and audio signals are combined for transmission to the terminating sources where they are translated into sight and sound just as with any conventional television broadcast.

Specialized video applications involving the necessity for two-way communication between the camera location and the classroom in which the receiver is placed can be serviced by substituting an intercommunication system for the Audio-Mixer. This permits members of the class observing a video pickup to ask questions and have them answered while the transmission is in progress.

A simple adjusting screw inside the



camera housing pre-determines the channel frequency setting of the signals to be transmitted via the coaxial cable. The channel selected is always one that has not been assigned to telecasters in a given locality. If, for example, channel 3 is designated, then it is necessary to turn the channel selector switch on the receiver to setting 3 in order to tune in the transmission. This system also provides an inexpensive facility for using two cameras at the same time without purchasing separate video switching units. In this multiple setup the cameras are positioned to pick up images from different vantage points. Once adjusted, they can be left unattended for as long as is necessary. Camera 1 is set to channel 3 while Camera 2 is tuned to channel 6. At the receiving end the transmissions can be alternated on

the screen by simply changing the setting of the channel selector switch.

#### UTILIZATION POSSIBILITIES

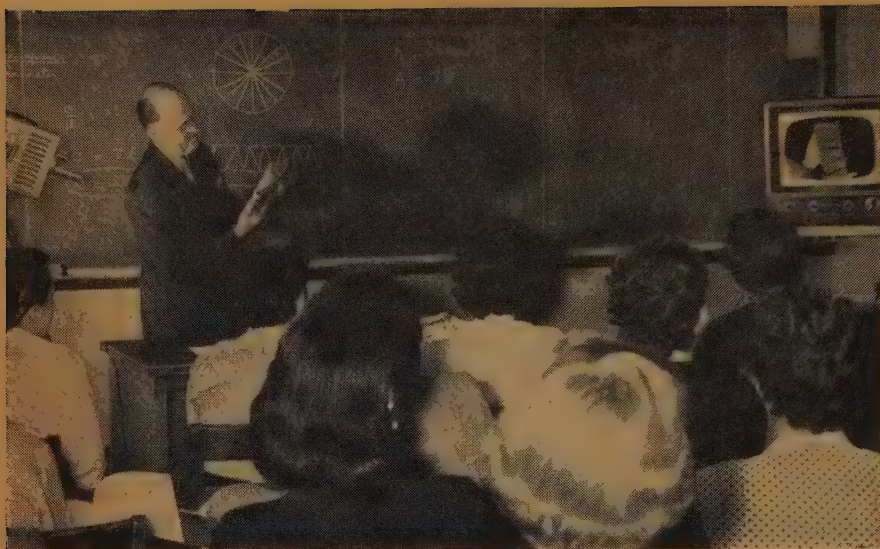
It is still too soon to say with validity which closed-circuit techniques are valid for educational purposes. Widespread and intensive inquiry and trials over a prolonged period will supply these answers. However, a recital of the experiments attempted as well as the new ideas and avenues opened up by these initial trials may be of use in extending the scope of endeavor in this area.

Many occasions arise in the shops and in the laboratories where demonstrations of operations or processes are presented which involve tiny parts or objects. Ordinarily the instructor must repeat the activity several times to separate segments



Heart Dissection — Ringside Seats For All!



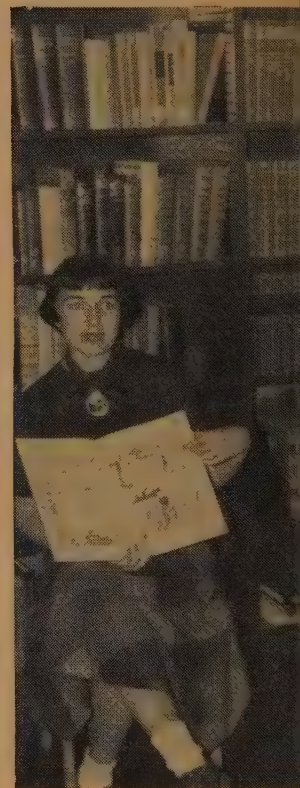


Geometric Models Enlarged Electronically



Rapport Is Preserved  
Shown V

Pumpkin Carving Session Picked Up for Viewing



Students Learn to Te





Interview Techniques Are  
Circuit TV



Type-Setting Closeups on Video Screen



Before the Camera

Intra-tele Permits Group Viewing of Clay Throwing





of the class, or attempt optimistically to the complex lesson in a single heroic effort, hoping that the majority of the group will be able to follow along. More than fifty in-service teachers enrolled in a ceramics class were able to observe the operation of the potter's wheel from the electronic images on the TV screen in the laboratory. Usually, not more than a half-dozen individuals can be shown this procedure during a single performance. Internal carving in plastic; dissection of hearts, lungs, or other vitals; explanation of small-scale models and specimens are but a few of the many additional items that can be shown to greater advantage via video with every student occupying a ringside seat.

An essential aspect of a teacher's preparation is familiarization with guidance and interview techniques on the level ordinarily involved in classroom teaching. Background material can be disseminated with little difficulty. Actual implementation of the approaches involved are almost impossible when working with large groups. However, with the TV camera and the microphone placed inconspicuously in a corner of any suitable office, trainees seated before a television receiver in a nearby room can watch the specialist in action. Thus, rapport is not disturbed and a very valuable experience is available

for sharing by as large an audience as may be desired.

A related area of teacher preparation is concerned with the observation of children at work and at play. This permits the application of some sociometric techniques as well as the making of firsthand anecdotal records of behavior and interaction patterns. Here the television camera can be pointed out of a window overlooking a play area, positioned in a room where the student council meets, or in any other pertinent locale.

While many principles apply in general to all teaching-learning situations, there are certain special areas requiring highly specialized techniques. Superior teachers observed in action in regular school situations by the television camera make it



TV Camera Relays Enameling Procedure



Leather Carving Details Magnified

possible for the teacher-trainees to observe theory applied in practice. Conversely, the novice teacher facing a class for the first time may be observed by counselors as well as by the rest of the class group, with less tension and strain resulting through the magic of closed-circuit television.

Consideration is currently being given to the employment of this device as an administrative convenience during the forthcoming registration. The suggestion was advanced that the several rooms in which students plan their programs be





Making Slides for TV Camera

equipped with TV receivers all connected to a camera focused on a master class board. As classes are filled and therefore closed to additional applicants, an appropriate card would be placed on the TV board and general communication of this information would be instantaneous and simultaneous. This would eliminate the need for students to revise their programs because of time-lag in communicating current data.

Projection television receivers are now reasonable in cost and are capable of reproducing large pictures on conventional motion picture screens. This permits hundreds of viewers to follow the action on a single screen. The television camera, described earlier, can just as easily be connected to this type of receiver to complete a TV chain.

In some schools the auditoriums are not sufficiently large to accommodate the parents and friends who would like to attend graduations and similar important functions. It is now possible to seat overflow crowds in gymnasiums or study halls.

This same approach can be applied in such instances as during swimming meets, diving and first-aid demonstrations, athletic contests, music festivals, etcetera, to use to maximum advantage the facility of closed-circuit television.

With the rapidly expanding construction of new educational television stations, it becomes even more essential that schools learn to deal with the programming end of video. A simple closed-circuit chain with one or two cameras can be used for effective orientation to production procedures as well as rehearsal equipment for actual programs to be aired at a later time.

The employment of a double-end shadowbox containing a pane of finely frosted glass, 9" x 12", provides an additional TV facility. The images from a filmstrip, opaque or overhead projector may be focused to fill the glass surface exposed on one side of the shadowbox. The TV camera is adjusted to pick up the image as transmitted through the glass to the other side of the pane. In this way mounted pictures, slides, transparencies, or filmstrips can be utilized with the closed-circuit system. A special motion picture projector is also available for this application, but its cost is approximately twice that of an ordinary machine.

Closed-circuit television is practical for some instructional purposes. It will not revolutionize teaching procedures and therefore must be considered as another valid aid to be utilized where it can do a job better than by conventional means. Within this frame of reference, there are scores of applications to be tested immediately in a field that is practically without bounds.

*And step by step, since time began,  
I see the steady gain of man.*

— John Greenleaf Whittier



# INTERLANGUAGE TEACHERS COMMITTEE Of Greater Chicago

AGATHA CAVALLO<sup>1</sup>

WRIGHT JUNIOR COLLEGE

*The high enrollments in adult classes, the unprecedented success of companies producing language records, and the numerous in-service foreign language training programs in business, industry, and government indicate that our former students did not get the language training they now want and need.*

ONE of the problems that confronts the nation is how to train more Americans in a more effective use of more languages. In the course of a panel discussion on the foreign language situation in the Chicago area,<sup>2</sup> it was suggested that all the language groups work together through a representative committee which might serve as a much-needed liaison between the teachers and the boards of education. To handle the problems peculiar to the Chicago schools, it was suggested that the Chicago Board of Education might appoint a language co-ordinator. Acting on these suggestions J. Wilson Reilly of the Wilson Junior College, then president of the AATSP, set about organizing a co-operating-co-ordinating committee. The Interlanguage Teachers Committee of Greater Chicago held its first meeting the following September. The present personnel of the committee is as follows:

Agatha Cavallo, Wright Junior College, AATSP — Chairman

Elfriede Ackermann, Principal of Von Steuben High School, AATG — Vice-Chairman

Marie Dolese, Senn High School, AATF — Secretary

Mary Minerva, Von Steuben High School, AATI — Treasurer

D. Herbert Abel, Loyola University, Classical Club

George Bobrinskoy, University of Chicago, AATSEEL

George Drossos, Austin High School, Greek Teachers League

Frances K. Dykes, Kelvyn Park High School, Classical Club

Arnold Hartoch, University of Illinois, Navy Pier, AATG

Charlotte Kniazzezh, Hyde Park High School and University of Chicago, AATI

Gustav Mietke, Schurz High School, AATSP

Eleanor Podkrivacky, Kelly High School, Alternante, AATSEEL

Tekla Robinson, Bowen High School, AATF

Dimitri Sokoloff, Hektoen Institute for Medical Research, AATSEEL

Each of the recognized associations of teachers of the languages taught in Chicagoland — French, German, Greek, Hebrew, Italian, Latin, Slavic and East European, and Spanish and Portuguese — has representatives on the committee. They are usually the current president and a permanent delegate. This type of organization insures representation, through his professional association, of every foreign language teacher in the area.

The aims and purposes of the committee are:

1. To foster understanding among all groups of people by an increased knowledge and use of foreign languages in our schools.
2. To afford added opportunity for enrichment to the children in our schools.

<sup>1</sup>For the Committee

<sup>2</sup>Sponsored by the Chicago Chapter of the American Association of Teachers of Spanish and Portuguese in March, 1952.



3. To serve as a co-ordinating agency.
4. To aid in the solution of problems of curriculum, methods, procurement of aids and materials, and improvement of morale among teachers of foreign languages.
5. To assist in the recruitment of teachers of foreign languages.
6. To represent language groups at general educational meetings.

#### VARIED ACTIVITIES

The activities of the committee are wide in scope and very much varied. An account of some of them follows.

In January, 1953, three members of the committee were invited to attend a conference, called by Earl James McGrath, then U. S. Commissioner of Education, because the need of a citizenry trained to use foreign languages was so great. Some 350 representatives of business, industry, and government, as well as parents, school administrators, curriculum specialists, language teachers, and others attended. The purpose was to inquire whether and how foreign language study might be introduced on a voluntary basis in the elementary schools. The U. S. Office of Education holds that we need to provide opportunity for many children to begin the study of other tongues in the early grades and continue through the high school, if we are to maintain our position of leadership in world affairs. We also need a citizenry that understands the tongues and cultures of other people if we are to practice intelligent followership in world affairs abroad or at home, and if we are to develop American business and industry abroad.

The Interlanguage Teachers Committee is studying this problem and stands ready to co-operate with elementary schools in the Chicago area that wish to initiate a foreign language program or to expand a program already begun. The committee has already called attention to the possibility of training elementary school language teachers at the North Side Branch of the Chicago Teachers College where students enroll for the first two

years in Wright Junior College, which is well equipped to offer a foreign language sequence. This training could also be obtained on the main campus of the Chicago Teachers College through co-operation with Wilson Junior College.

Special values of foreign language study, timely or of local importance, are being re-examined by the committee. Many different groups make up the population of Greater Chicago. Because of their inability to live and work together harmoniously at all times, it has been necessary to organize round tables, commissions, and committees on human relations. For a community like this, the study of foreign languages has special values. It has values for our newer citizens who, through the study of the language of their fathers or grandfathers, have a renewed respect for their ancestry and a legitimate pride in their heritage and the contributions of their forefathers to American life and culture. Similar values accrue from studying the language of a neighbor's father; the committee thinks that the study of the various languages and cultures represented in Chicagoland will result in better community feeling throughout the area.

The committee is helping the student, his parents, and his school advisors to see the values of foreign language study to the individual, apart from the vocational values in business, industry, and government. The student who learns a foreign language and through it studies a foreign culture is likely to be a better citizen in that he can better evaluate our own government, our own economy, and our own cultural history because he knows another culture, another economy, and another government to compare with ours. He is also able to make a richer use of his leisure time. During the past several years throughout the whole country there has been a great surge of interest in the humanities: in art, the theatre, music, literature, philosophy, and travel. The knowledge of foreign languages increases his enjoyment of these things and contributes



to the enrichment of his daily life. Currently there is much talk about the need of education for moral and spiritual values. In a country like ours, where the teaching of religion in the public schools is minimized, the teaching of moral and spiritual values may very well be achieved through the study of the classic and modern literatures of the world.

The committee believes that the old system of permitting superior high school students to carry a fifth major subject is an excellent way to enrich the high school program and would like to see the fifth major for gifted students restored. To that end it is gathering data in favor of a new ruling permitting gifted students to take five major subjects on the grounds that they should be permitted either an enriched four-year curriculum or an accelerated curriculum. Many principals favor the fifth major, which incidentally need not be and often will not be a foreign language.

PTA groups come to the committee for help with their programs. For example, the committee is co-operating with the Bennett School PTA in a panel discussion program on "The Enrichment of English through the Study of Foreign Languages."

The lack of a foreign language curriculum in the Chicago Public Schools was a matter of concern to the committee. The need of one was generally recognized and teachers' groups and individuals had requested one. It was probably the result of cumulative effort, but the fact is that shortly after the committee discussed the matter with Dr. Lubera, a foreign language curriculum committee with Dr. Elfriede Ackerman, principal of the Von Steuben High School and Vice-Chairman of the Interlanguage Teachers Committee, as its

chairman was named by Dr. Herold C. Hunt, then General Superintendent of Schools.

Two social events for all language teachers are planned each year: a tea in October to welcome the newly-assigned foreign language teachers to the area, and a tea in May to bid the retiring teachers farewell. The purpose of the teas is to build morale—to help the newcomers get acquainted; to familiarize them with the activities of the area; to let them know there is an organization that will be glad to help them and that is interested in them; their welfare, and their problems; and to express appreciation to the retiring teachers for a life-time of work in the language classroom.

The committee serves as a clearing house for all the foreign language activities of the area and publishes a calendar of events which is distributed to all the foreign language teachers in all the schools of Greater Chicago. It also tries to keep the administrators of the area informed regarding the trends and activities in the field of foreign languages.

The immediate problem is to correct the condition that exists today in which adults are having to turn to evening classes, language records, and in-service foreign language training programs to meet their needs and interests in foreign languages. We must try to foresee the language needs of children and young folk and guide them into the study of foreign languages during their early years when languages are most easily learned and retained; thus they may enrich their daily lives, be more intelligent world citizens, and be ready to take advantage of whatever opportunities business, industry, and government may offer them.

*It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself. — John Greenleaf Whittier*



# FUN WITH GAMES!

VIOLA LYNCH, ELLEN M. OLSON, AND DOROTHY E. WILLY

CHICAGO TEACHERS COLLEGE

MUCH has been written on play therapy and the interpretation of play activities as a means of better understanding children. Without thinking in terms of psychological techniques, good teachers have always interspersed the work of the day with games and physical activities. A quick change—a brief, active game—is “a breather” after concentrated effort and brings freshness and zest to the next activity.

In the kindergarten-primary grades play and games provide:

1. The joyous experiences which belong to childhood
2. A necessary release from tensions
3. Rich social experiences involving fair play
4. Active physical exercise and improvement of bodily skills
5. Good means for sharpening sense perceptions
6. A developing sense of security because of varied group participation

The games most often used with younger children include singing games, ball games, and sense games.

## SINGING GAMES

Singing games are popular perennials in the kindergarten as well as in the first and second grades. In the kindergarten, simple ring games are enjoyed, such as Little Sally Saucer, How Do You Do My Partner, Looby Loo. They are informally planned and are played over and over. In addition to the fun of singing a familiar tune and participating in an important group activity, rules must be observed to make it a game. Indeed, the rules of the game provide a unique discipline for young children. It is no fun to play Little Sally Saucer if Sally cheats and points to a friend rather than stopping as the game dictates. It is very good experience, too,

to have to wait one's turn.

The list of singing games can be augmented by any kindergarten teacher. The favorites include The Muffin Man, Pop Goes the Weasel, Did You Ever See a Lassie?, Walk a Mile, Fair Rosie, Here Comes a Bluebird, and Drop the Handkerchief. These games can be adapted for indoor or outdoor play and for large or small groups. For instance, in Drop the Handkerchief and Farmer in the Dell several circles should be made so that all can participate.

Six-year-olds enjoy these same familiar games, but add interesting innovations, such as starting the game “Here Comes a Bluebird” with one bluebird, then two, four, eight, etcetera, until the whole room is presently full of birds and there are no windows to use. It makes a surprise ending and is fun for everyone. Six- and seven-year-olds enjoy making silly verses for Gone Again, Skip to My Lou. The seven-year-olds enjoy choosing sides in London Bridge. They also like the moving dance patterns in Hansel and Gretel. Competitive games begin to find a place. The teacher, of course, must be a five-, six- or seven-year-old, and needs to really feel the exuberance of the game or it will not be fun for anyone.

## BALL GAMES

For kindergarten children, ball games are great fun if there is not too much organization involved, if the children do not have to wait too long for turns, and if the game itself is simple. The children themselves recognize the need for rules and help formulate them. Such rules as “Wait until the ball stops rolling,” “Wait until the ball is right in front of you before touching it” are logical and fair. Five-year-olds accept such restrictions and



insist on abiding by these self-made rules. Games can be modified or elaborated upon; more stringent rules or regulations can grow out of these experiences as the children become more skillful and see the need for such regulations. Later in the year, ball games that require more skill and a very simple form of competition or "taking sides" may be added.

It is very important that every child has a turn and that much activity is involved in these games. Sitting in a large circle with one ball rolling across the floor, a large group of children waiting for a turn, taxes the five-year-old to the limit. It just is not fun for every child and is too inactive a sport for the vigorous five-year-old. It is wise to have two or more groups playing at a time if the group is large. Why not have two circles of children, each with three or four balls kept in rolling motion? This simple organization, possible in any kindergarten, is much more fun, and gives each child less time to wait. Even with such a simple rolling game, some rules are necessary. Such regulations as "No fair reaching out and grabbing a ball from your neighbor," "No fair holding the ball too long," are logical ones and can be used for beginning kindergarten games. The teacher should be alert and devise ways of rotating turns. She sees to it that all the children are having fun. No one child should be allowed to monopolize the balls or space. This is necessary because most five-year-olds are not too considerate of others and have a way of asserting themselves through pushing, holding, or forcing turns.

Not only are ball games fun, but they provide excellent ways of developing the eye-hand co-ordination so valuable and necessary in readiness for reading.

Teachers are always looking for games suitable for the youngest. Any of these games may be varied to meet the interests and abilities of primary children. The following ball games have been found very satisfactory for large or small groups of children:

#### Roll Ball —

One or two circles of children. Three or four large balls are passed or rolled across the floor. They keep rolling until all children have had many turns. At a signal, a tap of a triangle, all activity stops. The game is over!

Variations: Use several sizes of balls. Smaller balls are harder to catch and roll. Finer co-ordination is necessary.

#### Pass Ball —

Two lines of children face each other. They roll several balls back and forth. Wooden balls would be excellent because of the sensory experience involved. They make a pleasant noise as they rumble across the floor.

#### Roll Ball —

One-half of the group forms a circle; the other half moves freely within the circle. The "outsiders" roll the ball quickly this way and that, attempting to touch those within the circle. Each child "touched" by the ball joins the "rollers" and helps touch the remaining ones with the ball. When only one remains, those who were "outsiders" first become those within the circle who must then try to escape the rolling ball.

#### Bounce Balls —

Children stand in a circle. Four or five children each have a ball to bounce freely in the center of the ring, all going in the same direction. When a signal plays, a triangle tap, the activity stops. Each child gives his ball to a child in the circle who, in turn, bounces the ball until the signal says stop. In this way, many children will have turns to bounce balls and learn this skill.

#### Name Your Catcher —

Children stand in a circle. A child bounces the ball into the center of the circle and calls the name of a second child who is to catch the ball. The person who catches it proceeds in the same manner. If he misses, he merely picks up the ball and goes on calling the name of another child.

#### Counting Ball —

Four or five children, each with a ball, stand in the center of the ring, as the teacher and children chant, "My ball I like to bounce you — one time, two times, three times, four times, five times, six times."

Children of six and seven years of age are more skillful than five-year-olds in their motor co-ordination. A simple element of competition may enter at this



level. The following games are particularly appropriate:

#### Bounce the Ball in the Basket —

Place an empty waste basket in the center of a circle. Each child is given a turn to bounce the ball into the basket. If he succeeds, he gets another turn. The child who bounces the ball into the basket the greatest number of times wins.

#### Drop Ball —

A circle of children stand facing inward, not too close together. The teacher drops the ball in front of one child, and then walks, runs, skips, or hops to any open place in the circle formation. The one before whom the ball is dropped picks it up, walks around the inside of the circle, and repeats the performance. Each one who has dropped the ball may use any form of "locomotion" to find any place in the circle.

#### Knock Down the Tower —

A child constructs a tower of fairly large blocks in the middle of the circle. Each child has a turn to roll the ball at the tower. The ball is passed around the circle so that everyone may have a turn. A roly-poly figure is an excellent target instead of a block tower.

#### Go through the Arch —

With quite large blocks, an arch is built at a given point. A cross is marked on the floor about ten feet from the arch, or more, depending on the level of skill of the children. The cross indicates where the child should sit and try to roll a ball about six or eight inches in through the arch. Score is kept of how many times the ball was rolled through the arch.

### SENSE GAMES

"Let's play Dog and the Bone! Let's play Sister, Who Knocks! Let's play Huckle, Buckle, Bean Stalk!" Every kindergarten-primary teacher experiences the oft repeated request for these games and similar ones which utilize multi-sensory learning. The fascination of these sense games — of hearing, seeing, feeling, tasting, and smelling — is due to children's curiosity and the joyous triumph they experience in "finding out," to the definite challenge they offer, and to the thrill of suspense during the process of the game. The value in terms of intellectual progress is the development of thoughtful observation;

alert, concentrated thinking; and memory.

These games are classified as "sense games" because their major purpose is to sharpen the senses, the use of which is fundamental to interpreting experiences. There are traditional ones which have delighted many generations of children. There is also much opportunity for children to create many of their own. The accompanying list is classified under hearing, seeing, feeling, and tasting.

### HEARING

#### Sister, (or Brother), Who Knocks —

A child sits in a chair in the middle of a circle with his eyes closed. Another child, indicated by the teacher, knocks on the back of the chair and says "Sister, or Brother, who knocks?" If the child can not guess the questioning voice, the questioner is asked to describe what he is wearing or to tell more about himself until the other child is able to guess. The one guessed has a turn then to be "sister" or "brother."

#### Dog and the Bone —

A child, blindfolded, sits in a chair in the middle of a circle. Beside or behind the chair is the "bone," a block or other object. The teacher indicates a child to tip-toe up and take the bone without being heard. If he succeeds, the bone is his and he occupies the chair. If he does not, another child is indicated to make the attempt.

#### Mother Cat and Her Kittens Four —

This game is played to the rhyme:

Mother Puss lies fast asleep,  
Baby kittens make not a peep.  
Baby kittens like to play;  
Now watch them while they run away.

The children chosen as Mother Puss and kittens are in the middle of the circle or in front of the room. Mother Puss's eyes are shut and the kittens run away and hide. The verse continues:

Mother Puss wakes up to see  
Where can the baby kittens be?

Mother Puss seeks her babies who "meow" from their hiding places. The last kitten located becomes the new Mother Puss.

#### Finding an Object to Music —

A number of children are sent out into the hall while one child hides the object — a ball, an eraser, or such (not entirely out of view); at a signal, the children come in and hunt for it. The teacher plays the piano louder as a



child nears the object and softly if all are far away. As each child spies the object, he whispers in the teacher's ear where he sees it and sits down. When all have located it, the game continues with another group.

#### What Makes This Sound?

A child is blindfolded and the teacher or another child taps on various materials, such as a wooden floor, window-pane, book, bottle, dish, metal lid, or file cabinet. The child guesses what has been tapped. A variation of this is to use sounds made by shutting a door, opening a drawer, moving a chair, turning on a light-switch, or bouncing a ball. The child guesses what made the noise. Another variation is to have a child skip, run, hop, gallop, march, or jump, and have the child guess what was done.

#### Ring, Bell, Ring —

One child is blindfolded and another is given a bell to ring after he has concealed himself somewhere in the room. The child, open-eyed, is to detect where the child is who rang the bell.

#### Pattern Clapping Game —

Children are in a circle or in informal groups. The teacher claps out a pattern with her hands, thus:

XXX — XX  
X — XXX  
X — XX — XXX

The child called on claps out the same pattern. If he claps the same pattern, he chooses another child for the next turn and then sits down. If he fails, he remains standing and later has another turn.

#### I'm Very, Very Tall —

The words to this game are:

I'm very, very tall,  
I'm very, very small,  
Sometimes tall, sometimes small,  
Guess what I am now.

A child in the middle of a circle shuts his eyes while the children play out the rhyme. Very, very tall is standing straight. Very, very small is crouching. Middle-size is a bend at the waist. The children at "Guess what I am now" do what has been decided upon by the group and the blindfolded child has to guess what they are. If he guesses correctly, he chooses another child to take his place.

#### SEEING

#### Huckle, Buckle, Bean Stalk —

Five or more children are chosen; they close their eyes or leave the room. The teacher, or

a child, puts a ball or other object in a fairly conspicuous place. A signal is given and the search begins. When a child finds it, he walks to his place without touching it, merely calling out, "Huckle, Buckle, Bean Stalk."

#### Policeman and Lost Child —

The teacher, pretending to be a mother whose child is lost, calls on some child in the group to be the policeman who aids her in finding her child. He asks what her lost child is wearing and she describes in detail what a child is wearing. The policeman looks around the circle and brings to the teacher the child answering the description. To make the game more complicated, several children may be "lost"; with older children, the part of the mother may be played by a child.

#### Who Is Gone? —

While one child has his eyes closed, the teacher indicates another in the circle to leave the room temporarily. On opening his eyes, the first child must name who is gone. If he succeeds, the one who went out closes his eyes.

#### What Is Missing? —

A variation of this is a group of objects which a chosen child observes closely. Then he shuts his eyes and another child takes one object away. The child who has opened his eyes on signal, tells what object is gone. This is made more challenging by having several articles taken away, or the position of two or more in the group changed.

#### I'm Hiding, I'm Hiding and No One Knows Where —

A chosen child whispers to the teacher where he is "hiding" — inside the piano, in Jerry's shirt pocket, in the fish bowl, etcetera. The children ask, "Are you in the piano?" "No, I'm not in the piano." The child who guesses correctly then has a turn to hide.

#### I See Something Red (or Blue or Green, etcetera) —

One child chooses something in the room of a color he has in mind, relates to the teacher what the object is, and then says, "I see something blue," or any other color. Children must guess what it is, as the blue in Jenny's plaid skirt, blue book binding, etcetera. The child who guesses correctly then has a turn.

#### What Color Is It? —

The children form a circle. A colored wool ball or piece of paper is pinned on a child's back while another child, chosen by the teacher, keeps eyes closed. When ready, the one child tries, without using his hands, to see what color



is on the child's back. This is a lively game and appropriate to primary grades as well as kindergarten. A time limit is necessary or too much time will be used and children in the circle become restless.

#### FEELING

##### Treasure Bag —

A cloth bag about 8"x10" is sturdily made and attractively decorated. In it are concealed from three to six objects with which a child is familiar, such as a toy auto, a key, a ball, a spool of thread, a toy animal, and a pencil. A child may be asked to identify the objects by feeling the bag, or he may slip his hand in through the top of the bag and as he identifies each object he brings it out for the rest of the children to see. The teacher should substitute objects frequently in order to preserve the challenge.

##### Identifying Objects —

A shoe or similar size box with an opening cut in the lid, just large enough for a child's hand to slip through, is required for this game. Several objects of distinctly different textures are concealed in the box and the child has to guess what he is touching. Some interesting suggestions are:

String, clothes pin, bottle cap.

Orange, apple, lemon.

Three small wooden animals with easily distinguished shapes.

Pieces of sandpaper, silk, and heavy woolen cloth or fur.

##### Wood Tag and Variations —

About six children are chosen to skip; when the music stops they must touch something made of wood, or glass, such as a window pane, a bottle or vase, or a mirror. Anything may be selected as the material to touch: metal-door hinge, iron wagon, faucet, flag stand, radiator; rubber; cloth; paper; or any material which exists in fair quantity in the room. Only one child may touch an individual object.

#### SMELLING

##### Smell the Bottle —

Uniformly shaped bottles or containers hold various substances, such as coffee, paste, soap, or chocolate. A child, after being permitted to smell each bottle, is blindfolded and asked to identify the substance in each bottle.

#### TASTING

##### What Is It? —

The teacher puts various items with distinctive flavors on a tray: salt, sugar, chocolate, a piece of orange, a lemon drop, a peppermint candy, and a raisin. A blindfolded child samples and identifies a selected number of them.

The games listed in this article are but a sampling of many which are played in the schools. They may be varied to meet the skills and interest of children at all kindergarten-primary levels. They also suggest to the children and teacher the creation of new games; children frequently enjoy "our game" the most.

We hope you have "fun with games."

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*Living in the Kindergarten.* By Clarice Dechent Wills and William H. Stegeman. 1257 South Wabash Avenue, Chicago 5, Illinois: Follett Publishing Company, 1950.

*Rhythms and Songs for the Young Child.* By the Chicago Park District. 425 East 14th Boulevard, Chicago 5, Illinois: Chicago Park District, Division of Recreation. Unp. 25 cents.

*In the picture a child draws of the world, there is  
always a sun shining, even on a rainy day.*

— Idea Exchange



# NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

*Contributors to this section are Fred K. Branom, Vernon W. Brockman, Chicago Teachers College Kindergarten-Primary Department, Henrietta H. Fernitz, Elizabeth Hennessey, Marcella G. Krueger, Charles R. Monroe, Ruth M. Oliver, and Eloise Rue*

## FILM

*Silent Night: Story of the Christmas Carol.* 16 mm sound. 1¼ reels. 13½ minutes. Black and white \$62.50; color \$125. Available with study guide through Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Filmed in Austria, this story of "Silent Night" visualizes the historical and dramatic factors that contributed to the writing of the Christmas carol in Oberndorf in 1818. The film tells of the village priest who wrote the words of the song and of the choirmaster who composed the music. The film is in beautiful color and its showing would set the mood for the Christmas season. It is appropriate for classes in music and social studies and is recommended for showing at the elementary and the high school level. E. H.

## FILMSTRIPS

The following are available from the Audio-Visual Division of the Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York:

*Visits to European Lands: The British Isles, Scandinavia, The Low Countries, France, and Italy.* Five full-length, color filmstrips, \$26.50. Includes hard cover, permanent file box, and teaching guide.

Especially adapted for the middle grades, each of these filmstrips begins with a map so that the children may have an idea of the region under study, with its chief cities. At the end, a map is shown which aids in reviewing the data learned. Activities of people, important buildings, and scenes of the country are shown. The printed material is clear and easily understood; the photography fine; and the coloring excellent. F. K. B.

*Home Life in European Lands: Home Life in England, Home Life in Scandinavia, Home Life in Holland, Home Life in Switzerland, Home Life in France, and Home Life in Italy.* Six full-length, color filmstrips, \$31.50. Includes hard cover, permanent file box, and teaching guide.

Centered around the activities of a brother and sister of the age of the children for whom these visual aids are planned, these filmstrips depict gracious social living in the home, church, school, industry, and recreation in places of historic and geographic significance. Here are true representations of the middle classes of Europe. Photography and colors are excellent. Worthwhile for grades four to eight. H. H. F.

*Exploring through Maps.* A set of four filmstrips, one color and three black and white. \$16.50 the set.

*Maps and Their Meanings.* Color. Provides a simple interpretation of the relationship between maps and ground and/or aerial photographs. Shows in considerable detail the fundamentals of maps such as direction, scale, legend, and some common map symbols. A point of weakness is the lack of vivid color contrasts on several of the illustrations.

*We Live On a Huge Ball.* Black and white. A good introduction to the globe and some of the major parallels and points of location. Discusses latitude thoroughly and explains the effect of latitudinal position upon climate and man's occupations.

*Flat Maps of a Round World.* Black and white. Excellent for aiding students in making the transition from a globe to a flat map. Besides showing and explaining three map projections, it includes a fine series of photos on longitude.

*Maps and Men.* Black and white. Conveys to students the importance of maps to people of various professions and occupations. Examples of weather, products, resources, population, and physical maps are shown.

This series constitutes a fine addition to the film library of any elementary school. Besides the photos themselves, questions and activities related to the material are presented in conjunction with the scenes. Recommended for upper grades and junior high school. V. W. B.

*Growing Up—A Social Studies Series.* Developed in co-operation with Childcraft, published by Field Enterprises, Inc., Educational Division. \$5.00 each; \$25.00 the set.

This series is designed for use with the six-, seven-, and eight-year-old child. It can be correlated with any social studies unit related to the general theme of family living. With each set a teaching guide is included.

*Good Helpers—TOF 319.* The first few frames show how young children learn to do things for themselves. The subsequent pictures emphasize how young children learn to do things for others. In both sets the emphasis is on sharing and helping, which proves that it is not only fun, but means growing up.

*It Pays to Save—TOF 320.* This filmstrip is designed for use with eight- and nine-year-olds. All phases of saving, including the importance of work, is brought out. Such concepts as saving money from an allowance for future buying or doing a special job with pay for buying something needed is stressed. The topic is down to earth and within the child's comprehension.

*Johnny Goes to the Store—TOF 321.* Johnny gets a liberal education in responsibility, safety, courtesy, and independence because of the errand carried out



when his mother sends him to the store with a shopping list. This would appeal to children who have had such a responsibility and like to feel that they are helping.

*Lost and Found*—TOF 322. This filmstrip is designed for use with six-, seven-, and eight-year-olds. This is good for discussion material with young children. The emphasis is on prevention by having developed good habits so he won't get lost. However, such topics as "What to do if lost," should help in avoiding panic in just such a situation if it ever happens.

*When We Have Guests*—TOF 323. This filmstrip is designed to teach or emphasize courtesy and good manners in playing host or hostess.

*A New Classmate*—TOF 324. This filmstrip is designed for use with the six-, seven-, and eight-year-old child. The purpose is to emphasize the fact that newcomers, though strange to us, are interesting people and have much to offer. The topics chosen: (1) a new child with glasses, (2) a child with old clothes, (3) a child from a foreign country; all forms of newcomers are to be accepted. E. R. and M. G. K.

*Marketing Grain through a Grain Exchange*, two filmstrips: *The Cash Market* and *The Futures Market*. Vocational Agriculture Service, College of Agriculture, University of Illinois, Urbana. Also available from the Chicago Board of Trade, Public Relations Department, 143 West Jackson Boulevard, Chicago 4, Illinois.

This pair of filmstrips on the activities of a grain exchange was prepared in collaboration with the Chicago Board of Trade. Useful for high school and college economics and business classes for the study of the grain market, sampling and grading of grain, the service of speculation and hedging, and buying and selling on the futures market. Excellent cartoon-type illustrations and graphs. Commendable review questions with answers at the end of each filmstrip. A good substitute for a visit to a grain exchange. C. R. M.

*What Are Your Problems?* 55 frames. Black and white, \$3.50. Produced by Science Research Associates, 37 West Grand Avenue, Chicago 10, Illinois.

The filmstrip is based upon the results of a survey of the problems of 20,000 teenagers throughout the country who were contributors to the Purdue Opinion Poll. Some of the problems dealt with include getting along with peers and parents, developing self confidence, school and studies, health problems, and vocational or future plans. The plan of the filmstrip is to indicate the nature of the difficulties faced by youth today, and to show that the same kind of problems worry young people everywhere. This is accomplished by listing some of the most typical problems and indicating the per cent of young people who stated that they were bothered by each of the problems. Suggestions for solving the problems include the use of the Science Research Associates' Check List for the further analysis of youth problems,

consultations with specialists and counselors, and the individual evaluation of personality and character traits. This filmstrip is designed for use in group guidance and adjustment classes, and for teacher training activities. It suggests topics for group discussions, and techniques for understanding and dealing with youth problems. R. M. O.

The following are available from the Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois:

*Character Building Series*. 16 filmstrips. Approximately 39 frames each. Color, \$5.00 each; \$72 the set.

*Kindness*. Its redeeming feature is the fact that desirable behavior is stressed. The acts of kindness portrayed are far-fetched, long drawn out, and rather forced!

*Consideration*. This filmstrip is more successful in its attempt to lead children to be more thoughtful and considerate of others. The actual experiences are more closely related to the background and understanding of children.

*Sharing*. This strip is the most valuable of the series; preaching is kept at a minimum. It could be correlated with a social studies problem where group experiences are emerging.

*Honesty*. Ineffective, preachy, and too far-fetched to be useful with young children.

*Fair Play*. A rather over-drawn picture beyond the young child's comprehension. Never fails to stress the moral.

*Acceptance*. Unreal situations that are rather forced. Is this a situation we wish to exaggerate with children?

*Encouragement*. This filmstrip is in much the same vein as the others.

*Cleanliness*. A good topic but not too successfully presented. Obscure and not too accurate. Story is not consistent with the pictures.

*Thoughtfulness*. Here we have a confused definition of terms. Is cleanliness an appropriate subject for teaching thoughtfulness? The distinctions are too fine in vocabulary. It gives the young viewer a wrong idea in assuming that to be thoughtful you must be clean.

*Thankfulness*. Not too realistic.

*Helpfulness*. Unrealistic; meaningless action. Not too helpful in clarifying this concept.

*Promptness*. The obvious moral—that if everyone is prompt everyone can have fun.

*Willingness*. Good material to be used in a discussion period when a play situation needs clarifying.

*Neighborliness*. One of the better of the series. Action is more real. The situation is imaginative with a rather nice story.

*Preparedness*. This situation was completely contrived. Prepared for what? Not a concept that can be forced on a young child.

*Protectiveness*. The wolf-dog was too sinister.

The comic strip idea of having bunnies go through their over-drawn antics of "Playing-Fair," and rather forced acts of "Kindness" is not related to the experience background of children. There may be some real values in this series if they are used in a real live situation, but it is doubtful whether this presentation with its exaggerated situations, with the morals so pointedly and unimaginatively contrived, is effective.

C. T. C. Kg.-P.



# NEWS

EDITED BY GEORGÉ J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO TEACHERS COLLEGE — Three events of special significance have occurred during the fall semester, 1953-54, at Chicago Teachers College. These are a record enrollment, the establishment of a new audio-visual center, and the shifting of the North Side Branch from Schurz High School to Wright Junior College.

As of October, there were 2,883 students taking courses at Chicago Teachers College. Of these, 1,716 were full-time students — all but 53 being on the main campus. Accounting for this tremendous increase from previous years was a record Freshman class of 615. In addition there were 357 Sophomores, 391 Juniors, 302 Seniors, and 51 unclassified students. Besides the full-time students, 1,167 were taking extended-day courses at either the main campus, the North Side campus, or at other strategically located centers. The total number of students, both full-time and extended-day, is the largest total enrollment in the history of the College. The 1,716 full-time students represent the largest enrollment in ten years.

The new Audio-Visual Center, operated for the first time during the 1953 Summer Session, represents an effort to bring the latest training devices and techniques to the attention of teachers in service through the extended-day program, and to the prospective teachers at the College. Besides various types of filmstrip-slides, 16mm projectors, duplicators, and various other aids, such as FM radio, tape recorders, phonographs, and tachistoscopes, the features of this Center include:

1. The most complete line of duplicators assembled in any one location for teacher-training purposes.
2. Five previewing booths, equipped with headphones, in which the teacher and trainee can preview visual and auditory aids before using them.
3. Equipment check-out area, at which instruction is given in the manipulation and care of various types of visual and auditory aids.
4. Twenty phone-listening stations specially equipped, each having six plug-in jacks for simultaneous head-phone listening.
5. Tape-recording playbacks, by means of which one can hear all types and varieties of recordings.
6. A unique classroom situation — forty armchairs being equipped with individual head-phones thereby allowing either large, small, or mixed group instruction in any of the devices or techniques under discussion or demonstration at a given time.
7. Closed-circuit television equipment, which is being used and investigated as an instructional tool. The implications of this feature of the Center in the teacher-training curriculum and its future appli-

cations are discussed further in an article, appearing in this issue of the CHICAGO SCHOOLS JOURNAL, entitled "Closed-Circuit TV — New Tool for Teachers."

The North Side Branch of Chicago Teachers College, formerly located at Schurz High School and enrolling junior college students, has been moved to Wright Junior College. It now operates only at the senior college level, and at present has an enrollment of 53 students.

CHICAGO BOARD OF EDUCATION — BOARD OF EXAMINERS — The following certification examinations have been authorized by the Board of Examiners:

March 27: Elementary schools — Kindergarten-Primary and Grades 1 and 2; Intermediate and Upper Grades, 3-8. The deadline for filing applications is March 12, 1954.

April 26: High schools — Art, Business Training, History, Library Science, Vocal Music, Stenography (Gregg or Pitman shorthand and typing), Auto Shop, Machine Shop, Mechanical Drawing, Metal Shop (forge and welding), Print Shop, Biology and Physical Education (women). Applications for these examinations must be filed by April 12, 1954.

As usual, candidates are requested to file their applications as soon as possible to avoid delays occasioned through processing of materials required for qualification. Further information may be obtained at the office of the Board of Examiners, Room 242, 228 North LaSalle Street, Chicago.

CHICAGO PUBLIC SCHOOLS KINDERGARTEN-PRIMARY ASSOCIATION — Meetings of the Kindergarten-Primary Association are held at the Republic Building, 209 South State Street, Room 1906, at 4:15 p. m. Scheduled for the first quarter of 1954, are the following:

Thursday, January 7, 1954 —

Speaker: Mrs. Janet Sullivan, Art Supervisor, Chicago Public Schools

Subject: Primary Crafts Workshop

Thursday, February 4, 1954 —

Speaker: Dr. William S. Gray, Emeritus Professor of Education and Director of Research in Reading, University of Chicago

Subject: Current World-Wide Issues in Teaching Children to Read

Thursday, March 4, 1954 —

Speaker: Mrs. Delta H. Bannister, Director of Dance Education, Northwestern University

Subject: Creative Rhythms for Children



Thursday, April 1, 1954 —

Speaker: Miss Ellen M. Olson, Chairman, Kindergarten-Primary Department, Chicago Teachers College

Subject: Learning At Its Best

Further information relative to these meetings may be obtained by contacting Miss Margrethe G. Isaac, 854 North Drake Avenue, Belmont 5-8306.

**NATIONAL CONFERENCE OF CHRISTIANS AND JEWS**—This organization will sponsor a contest for photographs on human relations themes to culminate during Brotherhood month, February, 1954. The following cash prizes will be awarded: \$100, \$50, \$25; five prizes of \$10 each. Merchandise awards of a camera, a projector, and a tripod are also offered. One hundred of the best prints submitted will be exhibited in the street-floor corridor of the Main Chicago Public Library throughout Brotherhood month, and will be booked on a circuit of exhibition places throughout 1954.

Photographs should be black and white prints, 8"x10", matte or glossy, single or double weight; they need not be mounted. No entry fee or blank is required. Any number of prints may be submitted by a single individual. Appropriate subjects would feature co-operation between the races and an appreciation for democracy's many religious faiths. Any subject or symbol illustrating "Brotherhood" would be considered suitable. Address all entries to Photo Contest, National Conference of Christians and Jews, 203 North Wabash, Chicago 1, Illinois.

**NATIONAL TEACHER EXAMINATIONS**—The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 13, 1954. At the one-day testing session a candidate may take the Common Examinations which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during December and in January so long as they are received before January 15, 1954.

**SPANISH COURSES OFFERED BY CHICAGO TEACHERS COLLEGE**—The Chicago Teachers College plans to offer credit classes in beginning Spanish during the second semester of its in-service extended day program. If there is sufficient interest these elementary courses will be followed by more advanced offerings during the 1954 summer session and fall semester. The Board of Examiners will accept credit thus earned for promotion on the salary schedule. The cost to teachers in service will be only \$1.50 per semester hour of credit.

It is thought that these courses will be of special interest to elementary teachers in schools with large numbers of pupils from Mexico or Puerto Rico. There is also keen interest in some elementary schools in resuming foreign language study in the upper grades.

The Chicago Teachers College has no department of foreign languages. It requires no foreign language for admission or for graduation. This is in sharp contrast to the practice in New York City. High school foreign language courses must be presented for admission to the elementary teacher training curricula of the city colleges there, and extensive further study is part of the required course. Chicago Teachers College will employ qualified teachers on a part-time basis for the extended day classes in Spanish. Further announcement will be made in the General Superintendent's Bulletin.

**U. S. COMMISSIONER OF EDUCATION**—Dr. Samuel M. Brownell, 53, president of the Connecticut State Teachers College of New Haven, has been appointed by President Eisenhower to succeed the late Dr. Lee M. Thurston as U. S. Commissioner of Education. Dr. Brownell, a brother of Attorney General Herbert Brownell, Jr., was born at Peru, Nebraska, April 3, 1900. He received his A. B. degree from the University of Nebraska, his A. M. degree from Yale University in 1924, and his Ph. D. degree from Yale. He has been principal of the Demonstration High School of State Teachers College at Peru; assistant professor of education in the New York State College for Teachers at Albany; superintendent of schools of Grosse Pointe, Michigan; visiting professor of educational administration at Yale; and professor of educational administration at Yale. He was elected president of the New Haven State Teachers College in 1947. Dr. Brownell has been a summer school lecturer in various large universities. He is a life member of NEA and a member of the executive committee of its Department of Higher Education. He is married and has four children.



PENSION LEGISLATION — Following is a tabular view of the provisions of the 1953 pension legislation for Chicago teachers. Data were supplied by Evelyn Sholund, Executive Secretary of the Public School Teachers' Pension and Retirement Fund.

Years of Service	Service Pension (Payable upon attainment of age 55) Monthly rate 12-month basis	Disability Pension Monthly rate 12-month basis	Single-sum payable to certain prescribed relatives on death in service	\$500 Single-sum Benefit	Widow's Pension (Payable upon attainment of age 55) Monthly rate 12-month basis	Reversionary Pension
1	.....	.....	\$ 250.00	Payable	.....	Amount is
2	.....	.....	500.00		.....	dependent
3	.....	.....	750.00	on	.....	upon
4	.....	.....	1,000.00		.....	the
5	.....	.....	1,250.00	Death	.....	teacher's
6	.....	.....	1,500.00	of	.....	rate
7	.....	.....	1,750.00		.....	of
8	.....	.....	2,000.00	a	.....	pension,
9	.....	.....	2,250.00		.....	sex, and
10	.....	\$40.00	2,500.00	Teacher-	\$ 41.67	age and
11	.....	43.34	2,500.00	Pensioner	44.17	also
12	.....	46.67	2,500.00		46.67	the
13	.....	50.00	2,500.00		49.17	sex and
14	.....	53.34	.....		51.67	age
15	.....	56.67	.....		54.17	of the
16	.....	60.00	.....		56.67	beneficiary
17	.....	63.34	.....		59.17	
18	.....	66.67	.....		61.67	
19	.....	70.00	.....		64.17	
20	\$73.34	73.34	.....		66.67	
21	81.67	Service	.....		69.17	
22	90.00		.....		71.67	
23	98.34	Retirement	.....		74.17	
24	106.67		.....		76.67	
25	115.00	Pension	.....		79.17	
26	123.34	payable	.....		81.67	
27	131.67		.....		84.17	
28	140.00	without	.....		86.67	
29	148.34		.....		89.17	
30	156.67	regard	.....		91.67	
31	165.00	to	.....		94.17	
32	173.34		.....		96.67	
33	181.67	age	.....		99.17	
34	190.00		.....		101.67	
35	198.34	of	.....		104.17	
36	206.67	teacher	.....		106.67	
37	215.00		.....		109.17	
38	223.34		.....		111.67	
39	231.67		.....		114.17	
40	240.00		.....		116.67	
41	248.34		.....			A reduced
42	256.67		.....			pension is
43	265.00		.....			payable for
44	273.34		.....			a widow under
45	281.67		.....			age 55 who has
						in her care
						dependent
						children
						under 18

Temporary Emeritus —

Note: Emeritus teachers employed annually on a temporary certificate are entitled to the benefits described above.



# PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"College Professor and the Law of Copyright." By T. E. Blackwell. *College and University Business*, October, 1953.

Many teachers are under the impression that they may quote freely from copyrighted material if they indicate the extent of the quotation and give rightful credit as to source. Others feel that they may mimeograph or otherwise duplicate substantial excerpts from published works without consent of the owner of the copyright if the material is not sold and if a credit line is included. Such widespread and erroneous impressions are carefully examined and their accompanying liabilities indicated in a clear, authoritative presentation. The inclusion of an analysis dealing with the doctrine of "fair use" outlines conditions under which excerpts and quotations may be legally employed.

"On Being Inventive." By Russell Hogrefe. *Adult Leadership*, October, 1953.

Teachers, supervisors, administrators, and other group leaders will welcome this direct approach dealing with solving problems that do not necessarily fall into routine categories. Originality and inventiveness is stressed with the main emphasis on selection of activities harmonious and compatible with the functions involved. The requirements for successful employment of the inventive process in terms of attitudes and procedures are specifically mentioned.

"Handbook for the Annual School Election Project." By C. H. W. Pullen. *Pittsburgh Schools*, September-December, 1953.

A student election project conducted annually in the Pittsburgh Public Schools and involving almost 25,000 participants is described in detail in this issue. Procedures, election forms, rules, desired outcomes, organizational setups, and informational data are all included for easy duplication of this nationally publicized civic venture. Actual slates of municipal, state, and national candidates are all evaluated by the students who participate in primary and final balloting procedures. Central headquarters set up in the Administration Building receives voting tallies from the various schools and announces the final outcomes. Here is an excellent plan designed to develop appreciation for our democratic landmarks through participation in the significant processes of a democratic way of life.

"Helping Children Understand Name-calling." By Leland B. Jacobs. *Elementary English*, October, 1953.

The general acceptance of the responsibility for helping children to increase their vocabularies has not been matched with equal fortitude in promoting an accompanying sensitivity in the use of these same words. The many ways in which name-calling with catch-phrases, stereotyped labels, and hate-inspiring tag lines can do harm and work against the principles of democratic citizenship are clearly illustrated. Word power, therefore, is shown to entail much more than just greater familiarity with more words.

"How We Licked Class Interruptions." By Arnold Leslie Lazarus. *The Clearing House*, September, 1953.

Do the many drives, fund-raising campaigns, promotions, sales contests, and assorted collections interfere with your classroom efficacy? Are you irritated by these constantly recurring intrusions on your teaching privacy and carefully planned instructional sequences? Here is one solution to the problem that worked for a Santa Monica high school. Significantly, it was concluded by the faculty group that the community drives were important; the curriculum itself was in error and geared to a different era. The promotions are now looked upon as providing students with actual internship in training for responsible and active citizenship. The record of steps taken to reach this happy state makes revealing reading.

"What is Wrong With School Arithmetic?" By Gladys Ridsen. *The Mathematics Teacher*, October, 1953.

Mathematicians say that there is not enough drill included in learning arithmetic in schools of today. Progressives say that there are insufficient opportunities provided for experience in applying numbers. Gladys Ridsen holds that both of these groups are wrong. The fault, she explains, is "too little understanding, too little use of the higher mental processes, too much finding answers, not enough finding how much and how many, too much repetition of someone else's generalization and not enough opportunity to experience, to abstract and to generalize for oneself." Whether or not you agree with this stand, the evidence offered to support such a position is indeed intriguing.



# BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

## IMPORTANT NEW BOOKS

Contributors to this section are Vernon W. Brockman, George E. Butler, Joseph Chada, Eve K. Clarke, Ruth M. Dyrud, John W. Emerson, Max D. Engelhart, Mary C. Gillies, Russell A. Griffin, Rena K. Gruenberg, Mabel G. Hemington, Edna C. Hickey, Emily M. Hilsabeck, Louise M. Jacobs, Vaso Krekas, Joseph Kripner, Marcella G. Krueger, Jacqueline M. Krump, Ursula Maethner, Henrietta H. Miller, Teresa O'Sullivan, Blanche B. Paulson, Charles W. Peterson, Louise C. Robinson, Charlemae Rollins, Eloise Rue, Evelyn E. Slater, Robert Walker, Mary Jean Walsh, Dorothy E. Willy, and Gus Ziagos.

### FOR TEACHERS AND SUPERVISORS

*Teaching For Better Schools.* By Kimball Wiles. Illustrated by Don Sudlow. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1952. Pp. 397. \$4.00.

The needs of the children in our schools today are being satisfied by teachers whose philosophy and practices parallel those of the author. The statement of need for good human relations recurs frequently throughout this book. Consideration is directed toward the individual as such and as a member of a group. The beginning teacher and those of us who ask, "How do we improve our teaching?" will find real help in this text. Appended are a valuable bibliography, about twenty-five short book and magazine article reviews, and a model report card. R. A. G.

*Improving Teaching-Learning Processes.* By Ray H. Simpson. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 512. \$5.00.

A challenging approach to effective learning is discussed on the basis of increased knowledge of psychological principles and modern educational practices. Emphasis is placed on problem solving through problem identification, selection, and appraisal by the learner. Self-motivation and self-evaluation by the individual are achieved through effective planning and varied learning activities. Excellent materials on the selection and use of resources are suggested. A recommended reference for teachers and prospective teachers at all levels—college, high school, and elementary. E. C. H.

*Television Scripts for Staging and Study.* By Rudy Bretz and Edward Stasheff. 23 West 47th Street, New York 36, New York: A. A. Wyn Inc., 1953. Pp. 330. \$4.95.

This fascinating guide to creative camera work is an excellent text for the individual worker, classes in directing, or the curious televiewer. This superior sequel to *The Television Program* contains original director's scripts of outstanding commercial programs; notes on staging, production, and program format; a complete guide to creative camera techniques; plus eight royalty free scripts for workshop use. Diagrams, definitions, and instructions are directed toward the person ready to actually direct shows. An additional expense is suggested for a shot-plotter. Technically accurate, inspirational in approach, this book is highly recommended. R. W.

*Wind, Storm, and Rain.* By Denning Miller. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 177. \$3.75.

An excellent treatment for the average layman of the complex forces at work in the earth's atmosphere. Following the presentation of the composition and functions of the atmosphere, the air mass theory, cloud formations, and the newly discovered "jet streams," the author provides the reader with many helpful hints regarding the interpretation of weather data and weather maps. The book is well written and the choice of language outstanding. In addition to several black-line drawings, a series of black and white photographs of cloud formations add meaning to the text. V. W. B.

*European History Atlas.* By James Henry Breasted et al. 5235 Ravenswood Avenue, Chicago 40, Illinois: Denoyer-Geppert Company, 1951. Pp. 48. Student's Edition. Pp. 62.

This atlas is in greater part an adaptation of the familiar large wall maps edited by Breasted, Huth, and Harding. The maps in both the student's and teacher's edition are identical, covering the total period of Ancient, Medieval, and Modern civilization to 1950. Each map in the teacher's edition is prefaced by ample geographic and political notes for the use of the instructor. The recent and contemporary periods, from 1914 to 1950, are covered in considerable detail, revealing the particular mutation in boundaries which took place in Europe and the Far East since 1914. Both volumes include a useful index. J. C.

*Better than Rating.* By the Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development, NEA. 1201 Sixteenth Street, N. W., Washington 6, D. C., 1950. Pp. 83. \$1.25.

If the effort spent in evaluating teachers were to be directed toward facilitating teacher growth, the energy expended would be much more effectively channeled. Such seems to be the message which this pamphlet brings to the reader. Several currently employed formal and informal devices for teacher evaluation are described. Of those described, The Ohio Teaching Record is considered by the Committee to offer "some promise" in that it evaluates the teaching rather than the teacher, and facilitates the teacher's self evaluation. Included too are factors fundamental to appraisal, means whereby teacher growth may be encouraged and facilitated, and personnel practices which maintain and develop well-qualified public school teachers. A bibliog-

raphy is appended. This pamphlet does not tell us how to rate teachers, but offers instead a plan for teacher growth.  
R. A. G.

*The Family and Its Relationships.* By Ernest Groves et al. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 565.

Accepting the definition of personality as "a composite of your ideals and attitudes, your intelligence, your health habits, and your mental and emotional habits," this book endeavors to show the importance of family environment in the development of personalities and points out further the effect of wholesome personality development on the health and happiness of family members. Environmental factors of housing and of personal and family finances are considered in detail. A direct and psychological study is made of the relationships involved in courtship, in marriage, and between parents and children in the family. A splendid presentation of the art of gracious living in the home, with emphasis on true courtesy, adds strength to the general theme. Readings from worthwhile authors constitute one of the finest features of the book.  
T. O' S.

*Therapeutic Use of Pools and Tanks.* By Charles L. Lowman and Susan G. Roen. West Washington Square, Philadelphia 5, Pennsylvania: W. B. Saunders Company, 1952. Pp. 90. \$3.00.

This excellent book would be very valuable to a physical therapist or an orthopedic surgeon wishing to use hydrogymnastics in the treatment of his patients. Various methods of stabilizing the patient under water are explained, as well as the use of the free floating position. The many illustrations supplement the description of exercises so that the technique of administering the exercise is clear. Precautions to be observed are also noted.  
L. C. R.

*Far and Few.* By David McCord. Illustrated by Henry B. Kane. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1952. Pp. 99. \$2.50.

Distinctively different, these poems are varied in form, rhythm, and ideas. Many are about nature and all are on subjects dear to children; there are poems for a variety of occasions and to suit any taste. The illustrations are as unusual as the poems and add much to their enjoyment. This book will please those who are looking for something new and different in children's poetry. For grades three to six.  
L. M. J.

*Art School Self-Taught.* By Matlack Price and A. Thornton Bishop. 201 East 57th Street, New York 22, New York: Greenberg, Publisher, 1952. Pp. 439. \$10.

Two widely experienced art school teachers offer this guide to those amateurs who aspire to become professionals but are unable to attend art school. Time-honored fundamentals are presented in an orderly, concise, and readily understandable manner. Necessary materials and equipment are listed for the exercises which are suggested and there is a fine annotated bibliography to help the diligent aspirant find his way. The more than 700 illustrations range from reproductions of student work to montages of representative historic pieces.  
R. M. D.

*The Holiday Storybook.* Compiled by the Child Study Association of America. Illustrated by Phoebe Erickson. 432 Fourth Avenue, New York 16, New York: Thomas Y. Crowell Company, 1952. Pp. 373. \$3.00.

This anthology is a collection of stories and verse about the special days — patriotic, religious, or personal — we celebrate in America. The stories cover a variety of holidays, conveying the spirit of the day although not always explaining its origin; most have been written

by well-established children's authors. Although the stories were chosen for reading aloud, the format of the book, the large print, and the delightful illustrations are inducements to older children to read the stories themselves. For grades 1-6.  
L. M. J.

*Careers in Commercial Art.* By J. I. Biegeleisen. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 255. \$4.00.

Here is a book for those who would look before they leap into the swiftly-moving currents of commercial art. The approach is of the inspirational you-can-do-it-too variety so the treatment is necessarily broad rather than deep. The informal style and the numerous familiar references to names and near-names in commercial art fields should assure this revised edition a good sale in the popular market.  
J. W. E.

*Physical Education for the Elementary Schools.* By Elizabeth L. Sehon, Marian H. Anderson, Winifred W. Hodgins, and Gladys R. Van Fossen. West Washington Square, Philadelphia 5, Pennsylvania: W. B. Saunders Company, 1953. Pp. 455. \$4.50.

A revised edition of a splendid text of very fine material and methods for the elementary school level. The fourteen chapters cover every phase of a wealth of material which should be a part of a good physical education program. In brief the chapters deal with Foundation for Teaching, Planning the Program — all the activities suitable for the different age groups, Physical Education in the Integrated Program, Classroom Activities, Playground Supervision, and Audio-Visual Aids. Here is a "must have" for teachers and students interested in physical education.  
J. K.

*Health Teaching in Schools*, Second Edition. By Ruth E. Grout. West Washington Square, Philadelphia 5, Pennsylvania: W. B. Saunders Company, 1953. Pp. 353.

A good book for prospective teachers of health or those in service. The author does a fine piece of work in orienting the beginner to the realm of health teaching on both the elementary and high school level, and at the same time provides many new ideas and evaluation criteria for existing health programs. The information is relevant, up-to-date, practical, and functional. The materials are presented in accordance with the latest principles of modern education. The section on "Health Teaching in the Classroom" is particularly worthy of attention.  
U. M.

*Practical Guidance Methods.* By Robert H. Knapp. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 320. \$4.25.

By repeatedly using the verbal "guiding" this book unfortunately implies that guidance is purely external and directive. By discussing such topics as school procedures in emergencies and transportation for the handicapped the book confuses guidance with administration. While it contains helpful references and suggestions, it covers too much too briefly to be a neat bundle of practical guidance methods. This is unfortunate for the author does reveal an understanding of detailed problems of the school.  
B. B. P.

*An Introduction to Public-School Relations.* By Ward G. Reeder. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1953. Pp. 284. \$3.75.

A concise, well-written text giving the fundamental knowledge necessary for planning, organizing, and developing a school public relations program. The need for such a program is stressed. Adequate and accurate information given to the public will increase its knowledge and interest in its schools. The author discusses the many phases of a public relations program, the importance



of each phase, and gives many suggestions of activities to effectively carry out that portion of the program. Recommended for school administrators; teachers associated with school newspapers, publicity campaigns, and community enterprises; and school personnel in general.  
E. C. H.

*The Three R's in the Elementary School.* By Committee of the Association for Supervision and Curriculum Development. 1201 Sixteenth Street, N. W., Washington, D. C.: National Education Association, 1952. Pp. 152. \$1.50.

This publication clearly explains, by theory as well as by giving examples of actual classroom incidents, the place of the three R's in the modern school. Many inquiring parents and doubting teachers will be happy to learn that the all-important communication skills and arithmetic are more meaningful for children than ever before because they are planned in accordance with the needs, abilities, and developmental levels of children and are presented in functional situations.  
M. G. H.

*Human Development and Education.* By Robert J. Havighurst. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 338. \$4.00.

This book is an outgrowth of the author's previous publication, *Developmental Tasks and Education*, to which he has added material of interest to persons studying human development, curriculum planning, or educational psychology. The author contends that the school curriculum helps or hinders the achievement of every developmental task and illustrates this tenet by quoting pertinent data from several case studies. The greater part of the book centers around middle childhood and adolescence, although some consideration is given early childhood and adulthood.  
M. G. H.

*Construction of Educational and Personnel Tests.* By Kenneth L. Bean. 330 West 42nd Street, New York 36, New York: McGraw Hill Book Company, Inc., 1953. Pp. 231. \$4.50.

This text should be of interest to high school and college teachers and persons concerned with civil service examining who are interested in constructing test materials. The discussion of writing of objective achievement exercises is useful but could have gone farther in discussing items testing more than retention of information. In his discussion of essay testing, suggestions are given which will enhance the reliability of scoring but, in the opinion of this reviewer, will not greatly promote the use of essay questions for the evaluation of types of achievement for which essay exercises may have advan-

tages over objective ones. The author is to be commended for his discussion of performance tests and for his example of the handling of a performance test problem. Most teachers of academic subjects know too little about this type of evaluation.  
M. D. E.

*Measurement and Evaluation in the Elementary School.* Second Edition. By Harry A. Green, Albert N. Jorgensen, and J. Raymond Gerberich. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 617. \$5.00.

This is a new edition of one of the leading texts on measurement and evaluation in the elementary school. The authors are to be particularly commended for their efforts to present the best of contemporary principles and practices of measurement and evaluation without becoming over-technical. The earlier chapters deal with fundamental aspects of measurement, preparing the way for more detailed discussion of standardized tests; essay and objective tests prepared by teachers; intelligence and aptitude tests; and the newer techniques of personality measurement. In discussing the summarization and interpretation of test data the treatment is necessarily somewhat technical but, in the opinion of this reviewer, not too difficult for the student or teacher. The closing chapters of the text deal with measurement and evaluation in major areas of elementary education—the language arts, social studies, elementary natural science, mathematics, fine arts, health, and physical education. The final chapter discusses the evaluation of general educational achievement with particular reference to achievement test batteries in skill and content areas. Teachers who have mastered this text will not only be better able to evaluate the attainment of the objectives of instruction and better able to cope with problems of guidance and adjustment, but also will be better able to direct and motivate learning or, in other words, improve instruction.  
M. D. E.

*Modern Elementary Curriculum.* By William B. Ragan. 31 West 54th Street, New York 19, New York: The Dryden Press, Inc., 1953. Pp. 570. \$4.90.

The author presents the philosophy that it is the responsibility of the school to help the child conform gradually to the expectations of our society in the contemporary world and, at the same time, take into consideration the child's individual, innate needs and urges. The author goes on to discuss how this can be done through democratic processes in the classroom, in the school, and in the community. At the end of each chapter are suggested problem situations which the reader is asked to solve by applying the theories he has read in the chapter. This book should prove helpful to students and teachers.  
M. G. H.

#### FOR HIGH SCHOOL AND COLLEGE STUDENTS

*A Pirate Flag for Monterey.* By Lester Del Rey. Illustrated by Donald Cooke. 1010 Arch Street, Philadelphia 7, Pennsylvania: The John C. Winston Company, 1952. Pp. 178. \$1.50.

Sixteen-year-old Mike Obanion is aboard his uncle's ship racing to warn the people at home in Monterey that the notorious pirate Bouchard is on his way to burn their city. A fire aboard ship forces him and his uncle overboard where they drift in lifeboats until they are rescued by none other than Bouchard! From the time they are captured until they land in the burning city there is plenty of excitement. Boys looking for thrilling adventure will not be disappointed in this pirate tale based on historical facts. A beautiful girl in distress adds just the right amount of "interest," not romance. Girls will enjoy the part played by the intrepid heroine. Attractive illustrations in color heighten the interest. Suitable for grades six to eight.  
C. R.

*The Bounty Lands.* By William Donohue Ellis. 2231 West 110th Street, Cleveland, Ohio: World Publishing Company, 1952. Pp. 492. \$3.95.

This admirable first work and fine piece of Americana is worth reading; it is especially recommended for juniors and seniors in high school United States history and civics courses. The reader will find delight in following the brave exploits of Tom Woodbridge, the young hero, who fights for his precious right to land in the "Northwest Territories,"—the area which later becomes Ohio—against the avaricious speculators led by his father-in-law, Elnathan Shuldane. A host of other carefully sketched characters play important roles in this excellent novel built around the early history of our country. A worthy project could be developed around student's research into the verification of some of the incidents in this work.  
H. H. M.

*Birthdays of Freedom.* Written and illustrated by Genevieve Foster. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 60. \$2.75.

Those who have fostered the idea of freedom belong to many centuries and countries. This many-faceted tribute to them has, as its point of departure, the Declaration of Independence. Semi-pictorial pages employ three type sizes and suit the text to many age and interest levels. The author's color drawings are done in the manner of the cultures being represented. The concise time chart laces these earlier struggles for freedom with those which will be similarly dealt with in a sequel, *The Middle Ages and the Renaissance*. R. M. D.

*Great Venture.* By Robert Carse. Illustrated by Christine Price. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 239. \$2.50.

A rousing adventure story about sixteen-year-old Ewan, who sailed with his uncles to the Caribbean to establish a colony at New Caledonia. Conflicts between the Spanish and the Scots, all intent on taking the land from the natives, keep the story fast-moving. Ewan is almost "Superman" in his skill and heroism, but the pride, spirit, and traditions of the Highland Scots permeate the book and give it charm. Format is excellent: large type, quality paper, and dramatic black and white drawings. E. K. C.

*A Handful of Nuggets.* By Margaret Stimson Richardson. Illustrated by M. J. Davis. 9th and Lavaca Streets, Austin 1, Texas: The Steck Company, 1952. Pp. 130. \$2.00.

This collection of old Western mining tales includes stories about "queer" human beings; "smart critters"; the freak way in which gold was sometimes discovered; how mining towns and camps were named; and how miners got their nicknames. There is an interesting Bibliography and Glossary of Mining Terms and Slang. One senses the author's sincerity in adapting the stories but regrets that she lacks the "yarn spinning" ability which the original tellers of these tales undoubtedly possessed. For ages twelve and up. E. M. H.

*The Sea Sprite.* By Jane S. McIlvaine. Jacket illustration by Beth and Joe Krush. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1952. Pp. 204. \$2.50.

Owing to her father's position as United States Ambassador, Callie Pritchard had known little home life. Therefore, she anticipated a happy summer with her parents at Pritchard's Point. With Charlie Thorndike as sailing instructor, and the receipt of a sail boat of her own, it seemed her summer would be perfect. Unfortunately, her selection of Terry and Frank Drake as crew for her boat almost marred her whole vacation. Some episodes seem contrived and several characters are inconsistently portrayed. For ages fourteen and up. E. M. H.

*The Sea Robbers.* By Frank Crisp. Illustrated by R. M. Powers. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 247. \$2.75.

An adventure story of modern-day piracy on the high seas which is fairly successful despite several highly contrived situations involving the miraculous escapes of the young ambidextrous hero. The over-all effect, however, of the combination of an exciting sea story, with south sea island atmosphere, piracy, mystery, and the monomaniacal captain of the pirates makes the story appealing. The book should prove particularly popular and readable to teenage boys who like a touch of present day realism to their adventure stories. G. E. B.

*The Rolling Stones.* By Robert A. Heinlein. Illustrated by Clifford Geary. 595 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 276. \$2.50.

Roger Stone; his mother, "Grandmother Hazel"; his wife, Dr. Stone; the irrepressible twins, Castor and Pollux; Meade, his daughter; Lowell, the youngest, were residents of Luna. They purchased a second-hand space ship, named it the Rolling Stone, and set out for Mars. Through their adventures the author introduces the various aspects of space travel and residence to his readers. The opening chapters contain much tiresome family repartee but later chapters have interest and suspense. For eighth grade and up. E. M. H.

*Slipper Under Glass.* By Lee Wyndham. Illustrated by Vera Bock. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1952. Pp. 181. \$2.50.

Inspired by one of Pavlova's slippers, sixteen-year-old Maggie Jones dreams of becoming a great ballerina. After arduous training, she has an opportunity to appear before the great dance director, Kucharov. How he reacts to her dancing is the main plot of the story. Against a background of ballet training, sketchily drawn, the characterizations are shallow; the situations forced; and the climax dangerously unrealistic. Ephemeral modern variation of the "rags to riches" theme. E. K. C.

*Program for Christine.* By Pearl Bucklen Bentel. Illustrated by Orel Zell Tucker. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 249. \$2.75.

Radio Station WISO is the real subject of this story, as seen through the experiences of Christine Leonard, a recent high school graduate who must take a job instead of going on to college with the other members of her crowd. Christine's knowledge of radio terms and writing will seem very meager to most teenagers; however, they should enjoy this account of the routine activities of a small radio station as disclosed first through general office work and finally by participation in actual writing and program planning. E. E. S.

*Trailing Trouble.* By Jim Kjelgaard. 8 West 13th Street, New York 11, New York: Holiday House, 1952. Pp. 219. \$2.50.

The game warden, Buck Brunt; his partner, Tom Rainse; Tom's pinto, Pete; and his dog Smoky are central characters in this mountain mystery, as they were in a previous book, *Nose for Trouble*. A plan to make a National Park of the Gistache River forest area was being thwarted through the occurrence of numerous "planned" accidents. Smoky's role in the story is an exciting one for he led in trailing down the culprit, a lumber dealer who hoped, if the National Park idea failed, to secure the valuable white pine for his business. For ages twelve to sixteen. E. M. H.

*Child Care and Guidance*, Revised Edition. By Helen C. Goodspeed et al. 227 Sixth Street, Philadelphia 5, Pennsylvania: J. B. Lippincott Company, 1953. Pp. 278. \$3.20.

High school seniors or juniors will benefit by reading this book. In it, the authors have presented an analysis of the relationship between personality and success, together with a study of the factors that contribute to the physical, mental, and social development of children. The book is well written, subject matter is well organized, and illustrations are well chosen. An excellent bibliography is included. The book is especially adapted for use in high school classes child development and other aspects of home and family living are taught. M. C. G.



*Gay Enterprises.* By Marjorie Mueller Freer. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 176. \$2.50.

When Gay's family moved to an island in Maine, she was isolated from friends and potential careers. But, ambitious and talented, she established a "Floating Bakery," and later a restaurant. How she finds both success and romance makes a friendly, happy story. The career steps are logical and believable; the author obviously has enough vocational information to give the book authenticity. Recommended as light reading for teenage girls. E. K. C.

*This Is My Desire.* By Jessica Lyon. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1952. Pp. 208. \$2.50.

Joanne wasted time after she finished high school. She really didn't know what she wanted to do or be. She had followed a pattern of successive "crushes" on boys, girls, and teachers, not realizing her need for love was due to the lack of genial family life. At long last she learned to outgrow some of her immaturity. The young people in this junior novel never come to life as real people, but their problems do, and the attempted solutions may help other teenagers. E. R.

*Gaul Is Divided.* By Esther Fisher Brown. 313 West 35th Street, New York 1, New York: William-Fredrick Press, 1952. Pp. 263. \$4.00.

Vercingetorix, son of an Arvernian chieftain, is forced to leave home on his fourteenth birthday to enter a Druid college for training. The Druids prepare him to be a great leader. It is their hope that he may recover his land and title, stolen by an unscrupulous uncle, and that he will be able to unite the tottering states of Gaul. In spite of his valiant struggle with a small army of loyal warriors using the "scorched earth" technique, guerilla warfare, and hand-to-hand fighting he loses and Caesar invades and conquers Gaul. This mature narrative with rather tedious details about the life of a little known hero may be useful as supplementary material in the upper grades of high school and in first year of college, and also as source material on the everyday life, customs, religious beliefs of the Druids as well as the Gauls. Not illustrated; the price is high. C. R.

*The Flicker's Feather.* By Merritt Parmelee Allen. Illustrated by Tom O'Sullivan. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 220. \$2.75.

Excitement and suspense, high drama and earthy comedy are blended together to create a first-rate historical novel for teenage readers. Mr. Allen, a prolific producer of historical fiction, particularly of the pre-Revolutionary period, is at his best in this story concerning the adventures of a young American boy fighting with Rogers' Rangers against the French and Indians. The underlying fear and distrust between the American fighters and the British regulars are an integral part of the theme. The author's success is due in part to brilliant characterization and a superb manipulation of the dramatic elements present. G. E. B.

*Harmony Ahead.* By Julilly Kohler. Illustrated by Peter Burchard. 554 Madison Avenue, New York 22, New York: Aladdin Books, 1952. Pp. 188. \$2.50.

Fifteen-year-old Allan Ward finds life changed from "just one against the world" to the security of friends and a chance at self-realization during his trip down the Ohio in 1825 on the Boatload of Knowledge. Historical characters mingle with the imaginary to bring to life the ideals, philosophy, and the community life aims of the plans for New Harmony, Indiana. M. G. K.

*Joel, A Novel of Young America.* By Nora Benjamin Kubie. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 207. \$2.50.

A Jewish refugee boy, at first opposed to violence, meets his hero, Nathan Hale, and fights in the American Revolution. The religious differences between him and his New England sweetheart are never resolved and each marries one of his own faith. While this story is not smoothly written, it is useful because of lack of books with this background for teenagers. E. R.

*Mosquitoes in the Big Ditch.* The Story of the Panama Canal. By Roger Burlingame. Illustrated by Helen Damrosch Tee-Van. 1010 Arch Street, Philadelphia 7, Pennsylvania: The John C. Winston Company, 1952. Pp. 177. \$1.50.

Louis Martin, born in the Panama jungle area, was an orphan who faced being sent to France to work on the farm of Monsieur Corbeau, who claimed to be his cousin. Thus, until a chance meeting with an interne, Juan Matteas, it seemed as if Louis' dream of becoming a doctor would not be realized. The story contains information about the Frenchman, Ferdinand de Lesseps, whose valiant efforts to build the Panama Canal had failed. It also tells of how the Americans took up the work of de Lesseps, and contains interesting information about Dr. Gorgas, Dr. Finlay, and other physicians whose indefatigable research disclosed the deadly role which mosquitoes play in spreading yellow fever and malaria. For ages twelve and up. E. M. H.

*Living Your Life.* Second Edition. By Claude C. Crawford et al. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 448. \$2.80.

Light, lively, current, and colloquial, this book enables students themselves to develop the desired concepts concerning school, home, etiquette, leadership, dates, citizenship, etcetera, through copious activities at the end of each subsection, often no more than a page in length. These activities are attractively grouped as *to do*; *to decide*; *to observe*; *to interview*; and *to read*. New bibliographies and pictures dress up the old text which was modern enough thirteen years ago not to require revision for the new edition. B. B. P.

*You and Your Inheritance.* By Paul F. Brandwein et al. Illustrated by Mildred K. Waltrip. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, Inc., 1953. Pp. 458. \$3.16.

This textbook is well organized and clearly written for the first year high school general science course. It will assist the student in securing a better understanding and appreciation of all aspects of science. Numerous scientific words are italicized, defined, and pronounced the first time they appear in the text. There are many excellent illustrations. Each unit has an introduction. A list of suggestions, questions, and reference books is given at the end of each chapter, and an index of experiments and activities is listed at the end of the book. R. K. G.

*Here Comes Daddy.* By Gale T. Parks. Illustrated by William Gropper. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1951. Unp. \$1.00.

A delightfully funny book complete with suspense about trucks, busses, and sprinklers that occupy so much of a nursery and kindergarten child's interests. Young children imagine Daddy coming in every kind of transportation passing by, until the suspense is released satisfactorily. The large and colorful illustrations enhance the story. V. K.

#### FOR YOUNGER CHILDREN



*The First Book of Bees.* By Albert B. Tibbets. Illustrated by Helene Carter. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1952. Pp. 68. \$1.75.

The fact that "bees sting" will no longer be the first thought regarding bees after a child or adult absorbs the information presented in this book. In an intriguing manner it tells the fascinating and amazing story of the social organization of the bee society, with its house-keepers, builders, nurse maids, glamorous queen, lazy drones, and all the other bees. The story of bee-keepers, present day and historical, adds much interest to the book. The illustrations, both in color and in black and white, are distinct and reveal the story. This is an excellent reference book for the middle grades.

D. E. W.

*The Four Little Foxes.* By Miriam Schlein. Illustrated by Luis Quintanilla. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1953. Unp. \$2.00.

This is a very interesting, informative story showing how the pattern of life and growth of some baby animals pertains to children as well. It explains clearly how they learn to protect themselves; little children can easily see the importance of doing this. The children learn to understand rather than to fear foxes, for the story is very warm. The penciled illustrations are clear and show all the incidents of the story.

M. J. W.

*Mouse Manor.* By Edward Eager. Illustrated by Beryl Bailey-Jones. 41 East 50th Street, New York 22, New York: Ariel Books, 1952. Unp. \$2.00.

For the devotees of Beatrix Potter and of humanized animals, this is a made-to-order long story of the mouse who not only goes to London to see Queen Victoria, but also rides with the *Christmas Carol* in the pocket of Charles Dickens. Adults who read this to children will enjoy the sophisticated allusions, philosophy, and humor. Children will chuckle at the fresh, dainty, clear-cut illustrations.

M. G. K.

*What's Inside of Plants?* By Herbert S. Zim. Illustrated by Herschel Wartik. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 32. \$1.75.

The title discloses the content of this book which is presented in a novel way. There are four pages for each plant or part of it, two of excellent colored pictures which the children can enjoy, one of information for children of 8 to 10 years to read by themselves, and one of more specific information to be read to the child by an adult. This type of book arouses an active interest in science.

D. E. W.

*What's in a Line?* By Leonard P. Kessler. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1951. Unp.

The power and fascination of "lines," from mere scribbling which gives muscular control, to the expression of ideas which stimulate mental ability, is depicted in a child-like manner. The illustrations are as a child might make them and for this reason may be more stimulating to the child than if done with adult skill. The rhyming captions which carry the thought of "a line" through the book contribute to its interest.

D. E. W.

*Prince Valiant Fights Attila the Hun.* By Harold Foster. 500 West 52nd Street, New York 19, New York: Hastings House, Publishers Inc., 1952. Pp. 127. \$2.75.

This work constitutes the second volume of the deeds and exploits of Sir Valiant, Prince and Knight of King

Arthur's Round Table. Prince Val first embarks with his father to Thule and then continues to Central Europe where he wields his Singing Sword against the hordes of Attila the Hun. As a whole, the book is well written, the vocabulary well chosen, and the story considerably embellished with colorful and descriptive phrases. Certainly any child in reading this book will not want for more action as the story moves along rapidly. Every page contains one or more black and white illustrations; a map of Prince Val's travels is inside the cover. Recommended for intermediate grades.

V. W. B.

*Jareb.* By Miriam Powell. Illustrated by Marc Simont. 432 Fourth Avenue, New York 16, New York: Thomas Y. Crowell and Company, 1952. Pp. 241. \$2.50.

This lonesome Georgia boy loved his hound dog, Sawbuck, and the loblolly pines which eased his youthful perplexities. In learning to lose and to regain both, Jareb grows to accept life's cycle of birth and death, and to be content with the useful role of each. Even forestry lessons at school are made acceptable by an understanding father and a wise neighbor. Penetrating characterizations aid the presentation of an unforgettable family.

M. G. K.

*Jimmy's Own Basketball.* By Marion Renick. Illustrated by Pru Herrick. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 119. \$2.00.

Learning where to play basketball and how to play it as a team member saved Jimmy from the necessity of replacing his mother's twenty-five dollar lamp. He gradually loses interest in his pet mouse as basketball becomes an absorbing game. As usual Renick has interwoven practical hints for beginners on the game's special techniques.

M. G. K.

*Moccasin Trail.* By Eloise Jarvis McGraw. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 247. \$2.75.

Jim Keath found it difficult to return to white man's ways after half his childhood had been spent with the Indians. However, his desire to help his orphaned brothers and sister establish a claim in the Willamette Valley, and his brother Jonnie's patient understanding helped him find his way of life. Jim is as real a boy as this author's modern Joe of the farm and circus, or her French Canadian Chip of the logging crews.

E. R.

*Little Giant of the North; The Boy Who Won a Fur Empire.* By Alida Malkus. Illustrated by Jay Hyde Barnum. 1006-1020 Arch Street, Philadelphia 7, Pennsylvania: The John C. Winston Company, 1952. Pp. 178. \$1.50.

Teenage Henry Kelsey, with courage and genuine understanding of the Indians, establishes the northern fur trade for the English of Hudson's Bay Company. Excellent for introducing source material flavor since the language is based on Kelsey's journal. The narrative is deliberate and slow-moving at first. There is a great need for a glossary of terms and spellings, and for many maps to illuminate the boy's travels. The end paper map lacks too many details.

M. G. K.

*Buffalo Harvest.* Written and illustrated by Glen Rounds. 8 West 13th Street, New York 11, New York: Holiday House, 1952. Pp. 141. \$2.25.

Not much except the grunt of the buffalo was wasted by the Indians. With the full-page, vigorous pen sketches and Rounds' appropriate, smooth, incisive style permeated with sympathetic humor, one can live through all the excitement and labor of the preparations, the hunt, and the preservation of the Plains Indians only crop. Readable by fourth graders and unlimited in interest.

M. G. K.



*Finders Keepers.* By Myra Reed Richardson. Illustrated by Don Freeman. 18 East 48th Street, New York 17, New York: The Viking Press, 1951. Pp. 190. \$2.50.

By exhibiting a bear, which they hoped to capture, Sam, Shorty, and Hal planned to raise money for the adoption of Cricket, a stray St. Bernard. They encountered trouble on the bear hunt, also with Mounty, a vicious character who had mistreated Cricket and his own dog, Danny. Several incidents seem contrived; Cricket is inconsistently portrayed, and it seems unlikely that Mounty could have continued his maltreatment of dogs when so many citizens were aware of it. For nine- to twelve-year-olds. E. M. H.

*Jenny's Adopted Brothers.* Written and illustrated by Esther Averill. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 32. \$1.50.

Through the intercession of Jenny Linksy, two homeless cats — Checkers and Edward Brandywine — were adopted by Captain Tinker, Jenny's master. All lived happily in his comfortable home until Jenny's jealousy caused discord and the newcomers ran away. However, Jenny's repentance was instrumental in bringing them back and the three cats lived amicably together thereafter. A delightful little story for the six- to nine-year-olds. E. M. H.

*The Long Hunt.* By Charlie May Simon. Illustrated by Rus Anderson. 286 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1952. Pp. 152. \$2.50.

Along with Andrew Jackson, Jim's father didn't know the War of 1812 was over when the Battle of New Orleans was fought. Jim set out to check the rumor of his father's death, and proved his new maturity in the long trek with his dog and horse from his home in Tennessee. Boys of today will envy, marvel, and shudder at the adventures and hardships Jim encounters. M. G. K.

*Honey Bee.* By Mary Adrian. Illustrated by Barbara Latham. 8 West 13th Street, New York 11, New York: Holiday House, 1952. Pp. 51. \$2.00.

Children will enjoy this story of all the activities of Honeybee, from her birth to the end of her life. They are told in a lively, intimate way that makes the scientific facts fascinating. A nine-year-old could read this book; a younger child would appreciate it when read to him. The illustrations, in color, are attractive but some of them are a little "too fuzzy" to give accurate information. D. E. W.

*Larry of Little League.* By Curtis Bishop. 9th and Lavaca Streets, Austin 1, Texas: The Steck Company, 1953. Pp. 161. \$2.00.

A baseball story for youngsters, ages nine to fourteen, that will help them to realize the importance of obedience, team spirit, and good health habits in everyday living. Each game crisis is met with determination and the individual rewards reaped by the performers overshadow the championship won by the team. Larry's story will interest boys who never could make the first team; what he did about it and the big surprise he received are parts in the story that make it worthwhile. G. Z.

*Charlotte's Web.* By E. B. White. Illustrated by Garth Williams. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 184. \$2.50.

Here is one of those rare books that makes the general run of children's fiction seem trivial, dull, and earth-bound. Adults as well as children will enjoy this delightful fantasy about Wilbur, the pig; Templeton, the cynical and self-seeking rat; the exceedingly clever and loyal spider, Charlotte; and the little girl who could

talk to them. White combines earthy humor, lyric beauty, and a fine feeling for rhythmic movement with some sage observations on human nature and the meaning of friendship. J. M. K.

*Benbow and the Angels.* By Margaret J. Baker. Illustrated by Dorothy Lake Gregory. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 211. \$2.50.

Four children in search of a relative descend upon their uncle and rapidly change the tempo of living in his once quiet country rectory. Young readers who are not misled by the many British expressions may enjoy the lively if hardly plausible series of adventures. The book is one in which everything is neatly tied up at the end: the children have resolved their difficulties, helped solve the financial problems of the parish, and even played a part in marrying off the two local spinsters. J. M. K.

*Let's Find Out and Let's Look Around.* By Sam Thorn and Irene Harbeck. Illustrated by Fiori Mastri. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1951 and 1952. Pp. 128 and 160 respectively. \$1.44 and \$1.56 respectively.

The authors of these two books use the child's natural curiosity about things in his environment as a starting point for the development of a basic interest in science. The stories are characterized by action, adventure, and surprise. The problems and experiments are planned to help children seek solutions by direct observation and to evaluate critically the results of their efforts. The vocabularies are below the level of most reading materials planned for these grades. The pictures, all in color, are delightful. Excellent suggestions for the teacher are included. D. E. W.

*Silly Willy Nilly.* By Leonard Weisgard. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. \$2.50.

The illustrations are colorful and well done, but the story of the forgetful little elephant who suddenly remembers everything his mother has tried to teach him when pursued by a lion is inane. L. M. J.

*Chuggy and the Blue Caboose.* Written and illustrated by Lydia and Don Freeman. 18 East 48th Street, New York 17, New York: The Junior Literary Guild and The Viking Press, 1951. Pp. 48. \$2.50.

This is another story in which modern machinery is personified and, as in all such stories, trains have faces and talk. Chuggy, the old-fashioned engine, though considered useless by the modern diesel engines, becomes a hero when he extricates the streamliner from a snowdrift. Then he and Lucy, the abandoned blue circus caboose, go off on the first day of spring to find the Happy-Go-Lucky Circus. A rather stupid and insignificant story. The illustrations found on each page are colored but not impressive. L. M. J.

*Maggie Rose, Her Birthday Christmas.* By Ruth Sawyer. Illustrated by Maurice Sendak. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 151. \$2.00.

Eight-year-old Maggie Rose, the only industrious member of a shiftless family, decides that for once she will have a proper Christmas and birthday celebration and works all summer to earn the money. When her earnings are stolen her family show that they have kind hearts if they lack ambition: all go to work for a month so that Maggie can have her party. The reader might appreciate the carefree Bunkers more if they were less given to praising their own jaunty approach to life and work. Use of the Maine idiom adds local color. J. M. K.



## EDUCATIONAL CONFERENCES AND CONVENTIONS

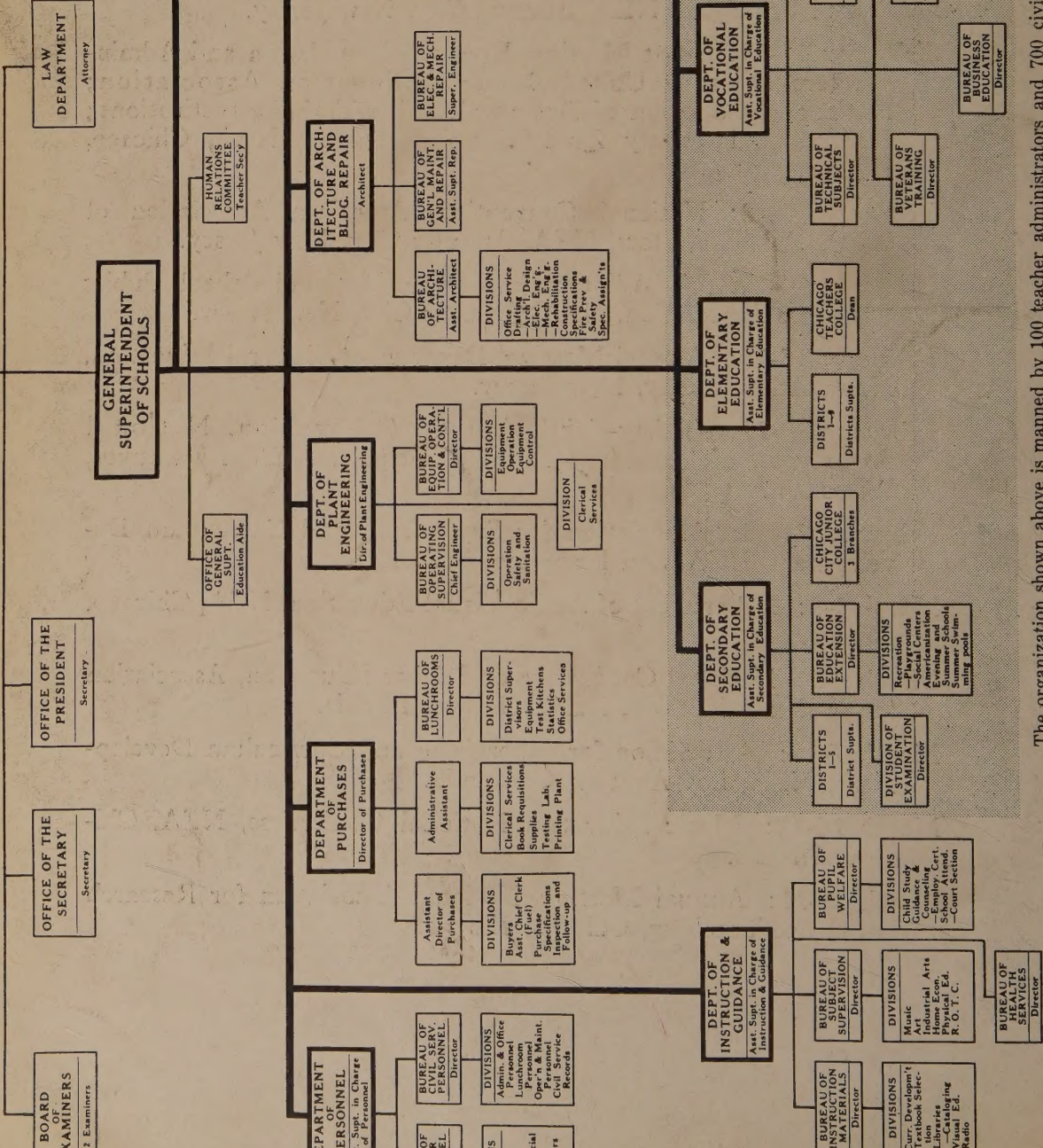
- December 27-30: Annual Mid-Winter Conference, National Science Teachers Association, NEA, Boston, Massachusetts.
- December 28-30: Annual Convention, Speech Association of America, NEA, New York, New York.
- December 28-30: Fourteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Los Angeles, California.
- December 28-30: Fifty-sixth Annual Convention, National Business Teachers Association, St. Louis, Missouri.
- February 11-13, 1954: Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago, Illinois.
- February 11-13: Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.
- February 11-13: Joint Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA, Chicago, Illinois.
- February 13-18: National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.
- February 14-15: Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City, New Jersey.
- February 15-18: Annual Meeting, Department of Rural Education, NEA, Atlantic City, New Jersey.
- February 20-24: Thirty-eighth Annual Convention, National Association of Secondary-School Principals, NEA, Milwaukee, Wisconsin.
- February 21-26: Association for Supervision and Curriculum Development, NEA, San Francisco, California.
- March 2-5: Department of Audio-Visual Education, NEA, Chicago, Illinois.
- March 4-6: National Conference on Higher Education, Association for Higher Education, NEA, Chicago, Illinois.
- March 7-12: Association for Supervision and Curriculum Development, NEA, Los Angeles, California.
- March 26-31: Music Educators National Conference, NEA, Chicago, Illinois.
- March 29-31: Annual Meeting, National Association for Research in Science Teaching, Chicago, Illinois.



# BOARD OF EDUCATION

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MAY, 1932



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